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ABSTRACT

This report of a study of the Ayres Memorial Library, undertaken to develop action-oriented plans to improve its performance, is organized in three main sections: situational analysis, needs assessment, and action planning. The first section provides the institutional and library profiles and descriptions of the library and higher education environments, including facilities, online services, user expectations, and national library-related developments. User, service delivery, and management needs are the focus of the second section. The final section describes various action plans developed by the project, e.g., for personnel, a centralized computer, and weeding. A bibliography of 16 citations, two appendices, and many tables and figures are provided. (RBF)

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TAYLOR UNIVERSITY

SMALL LIBRARY PLANNING PROGRAM

REPORT OF A SELF STUDY

September 1979 - April 1980

Directed by the Office of Management Studies

of the Association of Research Libraries

Funded by Lilly Endowment

Upland, Indiana

April 1980

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PREFACE

Through the assisted self-study framework provided by the Small Library Planning Program and funded by the Lilly Foundation, the recommendations presented in the accompanying report were discovered to be means through which the services offered by the Taylor University Library could be improved.

The various aspects of these recommendations should be of interest to the many groups that make up the clientele of the Library. For the benefit of all, it is the intention of the Library Staff to proceed with implementation of the recommendations as set forth in the action plans of the report.

The conclusions of the study were arrived at following much diligent work by the members of the Study Team, especially its secretary, David Dickey, and the Task Forces, with the guidance of Grady Morein, the consultant from the Office of Management Studies. The earnest efforts of all these people are sincerely appreciated.

Alice K. Holcombe
Director, Taylor University Library

SUMMARY

The principal findings of the Taylor University Library Study Team and recommendation for action are as follows:

1. A new library building is the most obvious need, because of the limited space in the Ayres Memorial Library. The action of the Board of Trustees on January 26, 1980, approving construction of a new facility, rather than remodeling, enables the study team to proceed with plans for its content. (p. 96)

2. The Library of Congress will adopt AACR2 (Anglo-American Cataloging Rules, 2nd Edition) in January, 1981. As the library is dependent upon the Library of Congress for authority in cataloging, preparation for implementation of AACR2 at Taylor should be carried out through close contact with the library cooperative networks INCOLSA and OCLC. (p. 95)

3. In order to improve the accessibility to all resources, a centralized catalog should be established. This would enable a person at one location to determine what is available in print and nonprint materials at the Career Development Center, Instructional Resources Center, Learning Skills Center, Music Listening Lab. and the Computer Center. It would prevent unnecessary duplication. (p. 97)

4. The current personnel situation suggests a need for upgrading the position of Assistant to the Librarian and hiring additional staff. A full-time clerical staff member for the Circulation and Reference Office would free the professional staff members to perform a variety of tasks more in keeping with their areas of expertise. Adding a full-time professional librarian would provide a person to supervise collection development and assist in reference and periodical work, while complying with American College and Research Libraries Standards. (pp. 98-99)

5. The weeding of outdated, unused, and duplicate materials from the shelves would provide space for newly purchased materials and greatly improve the collection. A written weeding policy should be prepared and placed in operation. (pp. 99-100)

6. A clear designation of the portion of funds expended by various campus resource centers, along with the library, needs to be determined, in order to portray accurately the ratio of this expenditure to the total education expenditure. After this determination, consideration should be given to a possible increase in the ratio. (pp. 100-101)

7. The library can provide better service to its publics by strengthening its lines of communication. Therefore, it is recommended that the Director of the Library be given membership on the Administrative Cabinet, the Educational Policies Committee and within the divisional structure. (pp. 101-102)

8. In order to assess the degree of success in carrying through various recommendations, it is proposed that the study team reconvene April 1, 1981, and report its findings by May 30, 1981. (p. 102)

During the course of this study several objectives have already been achieved, including approval of funds for an OCLC Printer in the 1980-1981 budget, the solution to the difficulty with the bookkeeping policy on gifts, and the decision regarding the building of a new facility.

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Chapter I INTRODUCTION

The Small Library Planning Program is an assisted self-study process that enables small academic libraries to develop action-oriented plans for improving their performance. (A library with a staff of less than 10 was considered to be a small library.)

The specific intent of the Small Library Planning Program is to provide a framework academic libraries can use to assess current and future needs and to develop effective strategies for meeting those needs. The assisted self-study approach is founded on the philosophy that the library staff is in the best position to assess its needs and requires only a degree of guidance in order to accomplish the task more efficiently and systematically. The program furnishes a structure, resource materials, and consultation assistance that allow smaller libraries to review current practices and to develop improved services and operations.

In the spring of 1979 members of the Taylor University Library staff met in Indianapolis with representatives of most of the other private colleges of Indiana to hear a presentation made by the Office of Management Studies of the Association of Research Libraries. This gathering was told of the availability of approximately 20 grants of $5,000 each from the Lilly Foundation through the Association of Research Libraries for participation in the Small Library Planning Program. Soon thereafter, the Taylor University Library, in consultation with the Taylor University Administration, decided to make application for one of the grants. This decision was made for several reasons including the feeling that now was a particularly opportune time for such a study because of

the imminent decision of the Taylor University Board of Trustees concerning a new or remodeled library facility. Application for the grant was made, and notice of acceptance into the program and awarding of the grant came in September 1979. By September 20, 1979, the Library Study Team had been appointed by the Vice President for Academic Affairs (see Appendix A).

The original Study Team consisted of the four members of the Taylor University Library Staff: Director of the Library, Alice Holcombe (Chairman), David Dickey, Lavon Shigley, and Lois Weed; and three members of the Taylor University Faculty: Janet Loy from the Foreign Language Department, Dwight Mikkelson from the History Department, and Roger Roth from the Physics Department. All seven of these individuals served diligently on the Study Team through its final stages. At the second meeting of the Study Team, it was announced that Gerald Hodson, Director of the Learning Resources Center, had also been appointed to the team. Later on task forces were formed and several more individuals thus became valuable members of the Study Team. They were: A.J. Anglin, Dean of Instruction; Billie Manor, Director of the Learning Skills Center; William Ringenberg from the History Department; and two students: Kevin Marshall and Rebekah Westley.

P. Grady Morein of the Association of Research Libraries was our consultant and met with us several times. The first such meeting was on September 24 and 25, 1979, in which our task was outlined. The study was divided

into four parts: (1) Situational Analysis, (2) Needs Assessment, (3) Action Planning, and (4) Report. Mr. Morein met with us at the start of each of these steps. The original date set for completion of the report was April 4, 1980. An extension was later granted to April 15, 1980. The original plan had been to present a convincing document to the Taylor University Board of Trustees for their May 1980 meeting. However, during the January 1980 meeting of the Taylor University Board of Trustees, a resolution was passed to build a new library facility, and thus a major goal of the study had already been accomplished. This gave the Study Team more direction and allowed it to refine its needs and actions.

Chapter II SITUATIONAL ANALYSIS

The situational analysis was broken down into four broad areas as follows: Institutional Profile, Library Profile, Library Environment, and Higher Education Environment.

A. INSTITUTIONAL PROFILE

1. HISTORICAL PERSPECTIVE

Taylor University was organized in 1846 in Fort Wayne, Indiana, by what was then the Indiana Conference of the Methodist Episcopal Church and was known as the Fort Wayne Female College. In 1855 it was united with the Collegiate Institute of the same city and became known as Fort Wayne College, a co-educational institution. In 1890 it passed to the control of the National Association of Local Preachers of the Methodist Episcopal Church, and its name was changed to Taylor University in honor of the missionary bishop, William Taylor. In 1893 the institution was rechartered and moved to Upland, Indiana. Reverend Thaddeus Reade was the president at the time of this change.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred the institution to the Alumni Association. They later conveyed it to The Legal Hundred of Taylor University. When the William Taylor Foundation was organized, it took control of the university.

Today, as a private interdenominational liberal arts college, Taylor University is governed by a Board of Trustees. The William Taylor Foundation still exists to receive and hold funds, trusts, bequests, and other gifts to the university.

2. CURRICULUM

Taylor University is accredited by the North Central Association of Colleges and Secondary Schools, the State Department of Public Instruction of Indiana, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music. The A.B. and B.S. degrees are awarded (with a language requirement for the former). Three different Associate of Arts degrees are also offered for special two-year programs in Business Administration, Early Childhood Education, and Management Information Systems.

Within the 37 different majors possible, more students have chosen Business Administration than any other. The number of majors here has been growing in recent years, totaling 238 in the Fall 1979 semester. The number of Elementary Education majors has remained fairly high with 149 in the Fall 1979 semester. The other majors with high numbers are: Psychology with 97, Physical Education and Health with 95, Biology with 77, and Social Work and Religion (including Christian Education) each with 66. However, the number of credit hours taken (as reported by department) shows that the most hours are taught in Religion (2085), Education (2046), English (1918), Psychology (1472), Biology (1422), Mathematics (1276), and History (1219). These later figures give perhaps a more accurate picture of Taylor University as primarily a liberal arts institution.

One particular area of study at Taylor warrants individual note. Systems Analysis is a course of study whereby a student learns to examine an activity, procedure, or organization to learn what objectives should be accomplished and how best to achieve those objectives. Systems

Analysis does involve computer science, but it includes much more than computers because much emphasis is placed on communication and human relations. At Taylor a student may augment his liberal arts program by adding a systems curriculum to his liberal arts major. Thus, his major degree might be something like Business/Systems or English/Systems.

3. ADMINISTRATIVE STRUCTURE

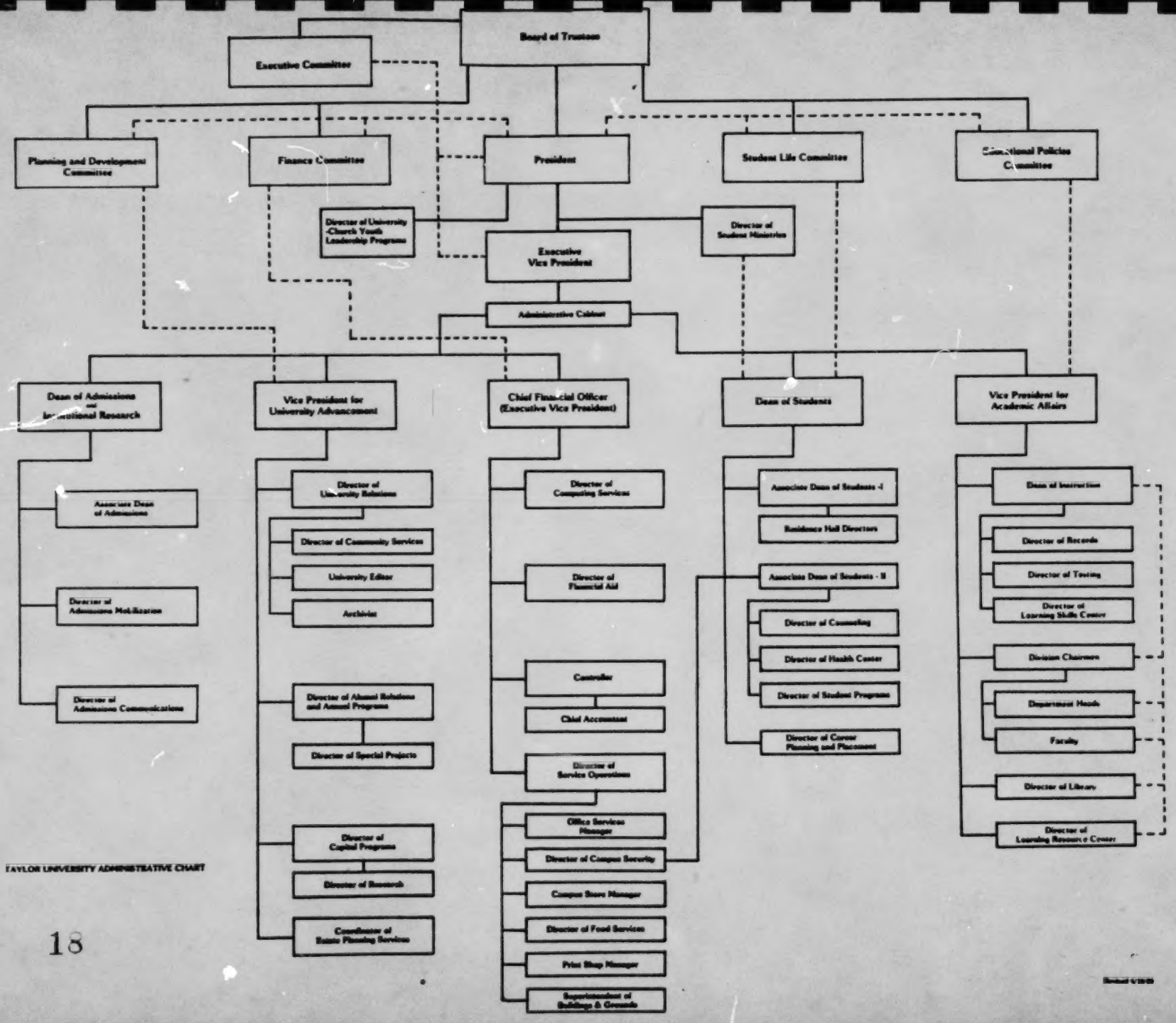
The President of the University is elected by the Board of Trustees and bears the leadership role for the institution. The chart of operating organization for 1979-80 shows the relationship of various positions, with the library falling in the area of responsibility of the Vice President for Academic Affairs. (See chart of operating organization 1979-80 on page 8.)

4. FINANCIAL STRUCTURE

a. PLANT AND FINANCES

The educational plant contains 33 buildings situated on 260 acres. It is valued at $14 million. Most of this is the result of renovations and new construction over the past 11 years. The outstanding debt on the plant is $6 million, and an annual payment of $525,000 is required. Of this amount, five facilities are financed with 30-40 year 3% government bonds. The endowment has grown from $592,000 in 1968 to over $2 million in 1979. In addition, total annual institutional gift income has risen from $231,000 in 1966-67 to close to $2 million in 1978-79.

In the past decade Taylor has experienced a balanced operating budget every year except 1972-73. The annual operating budget in 1967 was $2.7 million, and in 1979-80 it is $7.5 million. The total tuition, room, and board in 1966-67 was $1900, and in 1979-80 it is $4800.



TAYLOR UNIVERSITY ADMINISTRATIVE CHART

b. DIRECTION FOR THE FUTURE

The Board of Trustees is interested in building the endowment fund to a point where the inflationary pressures on the tuition and fee package can be minimized. Emphasis will be given to endowment fund-raising in the early 1980's through a major capital-fund-raising drive. Major areas of concern which will be developed will be endowment for faculty salaries and development, chairs for various departments, and general student scholarships. In developing long-range projections for the institutional budget and hence spending patterns for the future, Taylor is maintaining a solid core curriculum within the applied liberal arts tradition.

The acquisition of a grant in the early 1970's enabled the University to develop a comprehensive Systems Analysis major with a Systems Analysis cognate in most of the major degree programs culminating in a B.S. degree. The administrative offices are presently securing funding for the development of a comprehensive free enterprise program in the Business and Economics Department. Coupled with these and other innovative developments in the curriculum, new energy conservation ideas are being applied to the operation of the physical plant so that inflationary pressures can be minimized and dollars can be reallocated to the development of our curricular program.

5. COMMUNITY

a. FACULTY PROFILE

The Taylor University faculty, consisting of 112 persons, has many strengths. Of those 112, there are 50 earned doctorates (6 of whom are women), 60 masters (13 of whom are women), and 2 with the bachelors as

the highest degree. The undergraduate education of the faculty was obtained at 51 different colleges. Of those 51, 39 individuals have their degrees from schools which have no other graduates on the faculty. There are 35 faculty members who are graduates of Taylor University. This is a strength because the greatest loyalty to the institution can be expected from these people, and they also serve an important role in perpetuating the beliefs of the college. There are 8 graduates of Asbury College and 7 graduates of Wheaton College on the faculty. There are 5 graduates of Ball State University, and 3 each from North Park College and Indiana University. There are 2 graduates from each of the following: Biola College, Grace College, Greenville College, Manchester College, Marion College, and the University of Michigan. The doctorates earned by the Taylor faculty members are from 26 different schools. There are 10 doctorates from Indiana University, 6 from Michigan State University, 4 from Ball State University, 3 from Ohio State University, and 2 from both Purdue University and the University of Kentucky.

Over the years the Taylor University faculty has maintained an important role in the development of the library. This role has been strongly encouraged by the Library Director in the way in which she has distributed the book budget and then encouraged book selection by the faculty member within his discipline. With frequent correspondence and conversation, the library staff maintains a strong and positive relationship with the faculty.

b. STUDENT PROFILE

The Taylor University student body size has remained fairly stable over the past five years. Applications to Taylor University have actually increased during this time, but a limit of 1500 students has been held.

The total enrollment during the Fall 1979 semester reached an all-time high of 1,586. A fairly close balance of men and women has been maintained, and the Fall 1979 semester is typical with 740 men and 846 women students. Approximately 1% of the students are American Blacks and 1/2 of 1% are foreign Blacks; other minorities make up another 1% of the student body.

As Taylor is an inter-denominational school, there is truly little denominational atmosphere on campus. The Taylor students tend to come from the conservative and fundamental congregations and families within the major protestant denominations. Baptists, United Methodists, and Presbyterians have the most students with 329, 216, and 97 respectively. There are 19 other denominations represented by Taylor students; but even though these 22 denominations were listed (including Independent), there were still 331 students (the largest single number) who checked "other" as their denomination.

Perhaps one of Taylor's greatest strengths is that traditionally less than 40% of the student body has come from the state of Indiana. Neighboring states of Illinois, Michigan, and Ohio each send a little over 10% of the students to Taylor. The geographical emphasis then shifts east and far south. Pennsylvania, New York, and New Jersey each account for a little less than 5% of the students, and Florida accounts for a little over 2%. There are also students from 34 other states and 12 foreign countries.

6. MISSION

a. CHRISTIAN ORIENTATION

To assure the centrality of Christian principles in all its activities, Taylor University is committed to:

(1.) The fundamental doctrines of the common Christian creeds;

(2.) Acceptance of the Bible as the Word of God, showing God's progressive revelation of His own thought and will to man;

(3.) Belief in the integrity of the Holy Scriptures and the personal identity of the Holy Spirit in the work of glorifying Christ;

(4.) Affirmation that the subject of the Bible is redemption, inspired by the love of God the Father, grounded in the atoning sacrifice of God the eternal Son, and made effective to the human soul by God the eternal Spirit;

(5.) Belief in the spiritual unity of believers in our Lord Jesus Christ.

b. ACADEMIC OBJECTIVES

(1.) To offer an effective liberal arts education fused with a vitally Christian interpretation of truth and life. The first two years of the liberal arts program are designed to provide an introduction to the basic fields of learning and the development of general culture, citizenship in democracy, Christian ideals, and personal qualities.

(2.) To organize the liberal arts program so as to include adequate preprofessional training in engineering, law, medicine, ministry, business, nursing, and medical technology;

(3.) To prepare students for teaching in the elementary and secondary public schools;

(4.) To aid students to develop and maintain strong bodies through the practice of proper health habits;

(5.) To insure the maximum effectiveness of its program through constant study and improvement in the areas of instruction, curriculum and personal services.

7. CAMPUS RESOURCES

Within the institution there are many facilities and functions which although not a part of the library carry on activities which could be (and have been in other institutions) considered library-related.

a. LEARNING RESOURCES CENTER

An educational media resource center was formed in the 1966-67 school year and was the outgrowth of a modest curriculum laboratory started earlier by a Taylor professor. The new 6400 square foot center was housed in the Liberal Arts Building, which was new that same year. During 1967-1969 the program of the center was funded partially by a U.S. Department of Education Title III higher education grant. Approximately 230 public schools in seven nearby counties and Taylor University were involved cooperatively in this project.

Through the years the center has continued to function as a centralized, multi-media learning resources center comprised of: media productions, equipment depository, study area, classroom laboratories, remedial study skills, and television facilities with the purpose of meeting the educational and instructional needs. Its holdings as of the 1978-79 year were: 5800 items of media, 400 pieces of equipment, and 7500 print resources. Presently, it is funded entirely from the general operating budget of the university under the auspices of the Vice President for Academic Affairs. Approximately 55 % of the center's budget is allocated directly to the academic departments to be utilized in the center for media acquisitions, rentals, productions, and other services.

The staff of the Learning Resources Center includes: the director, an educational television specialist, a reading clinician, a film secretary, an executive secretary, and an evening supervisor. The center functions on a year-round basis and presents numerous community service programs, such as media promotions, educational displays, and innovative shows and exhibits.

Major functions of the Learning Resources Center are:

(1.) To supplement learning experiences via utilization of media,

(2.) To develop and improve teaching techniques of the faculty,

(3.) To promote the application of media technology in student assignments,

(4.) To serve as a model of resource knowledge in many forms,

(5.) To provide media focus and loan access to media materials for the area public school teachers.

The Learning Resources Center is a major strength to the university as a whole and especially to the teacher education program, which at present includes approximately 35 % of the Taylor graduates. The resources of the Center are updated regularly, thus providing students and faculty with current learning materials.

A serious limitation of the Center is the absence of a cross-index with resources in the Taylor University Library. Another limitation is that occasionally new programs and courses are approved by the university without sufficient budgetary appropriations in the Learning Resources Center to support them.

A specialized part of the Learning Resources Center is the Learning Skills Center, which is housed on the first floor of the Reade Memorial Liberal Arts Building. This center is equipped with study carrels, cassette recorders, reading pacers, filmstrip viewers, and numerous self improvement programs. Presently the Center is used for instruction in English grammar, composition, spelling, vocabulary, study skills, note-taking, listening, and reading. Some of the students using the Center are enrolled in the course SOS 280 Applied Learning Techniques. Some students have been referred to the Center by faculty, while some are self initiated. Approximately 200 students will take the course for credit this year. All students are placed on individualized programs for self improvement. Sophomores on the English Proficiency List attend the Center to sharpen their grammar skills. The majority of students attending require diagnosis in more than one skill area. Individual programs are written for each student with one or two different activities per hour in the lab.

During the fall of their freshman year at Taylor, students take the Sequential Tests of Educational Progress - Listening and Reading. Students scoring below 50% on either section are placed on a Reading and/or Listening Deficiency List. These students are notified and are encouraged to seek help in the Center.

The staff consists of a Director, who is part-time faculty (27 hours weekly), an assistant to the Director (20 hours weekly), and student assistants (20 hours weekly). English grammar and composition are emphasized on Tuesday and Thursday, while the other three days are primarily for reading and study skills.

The Learning Skills Center as a branch of the Learning Resources Center has all budgeting done through the LRC, while all responsibilities for operation have been handled by the Director of the Learning Skills Center. The Skills Center is also a part of the Instructional Resources Committee.

Requests have shown a growing need for programmed instructional assistance in other areas. Students of biology, algebra, and the metric system could benefit from such assistance to mention a few. The Learning Skills Center hopes to expand its program to facilitate learning in all disciplines at Taylor University.

The television studio is presently a part of the Communications and Theatre Arts Department although the Director of the studio is also considered a part of the Learning Resources Center staff. The television studio is housed in the Reade Memorial Liberal Arts building next to the Learning Resources Center. There are a considerable number of hours available on video tapes in many subject areas. The equipment consists of five aging cameras, monitors, and switchers.

b. COMPUTING CENTER

In addition to the Library and the Learning Resources Center, the third campus resource included in the concern of the Instructional Resources Committee is the Computing Center. The Computing Center is used by the campus community for instructional purposes, such as drill and practice, programmed instruction, modeling and simulation, computation and data processing. It is also used by faculty particularly for data processing and analysis associated with research projects. The equipment presently includes a Digital Equipment

Corporation PDP 11/70 computer which has a 768 k-byte main memory and 32 terminals in the Computing Center. Programming is presently available in six computer languages including BASIC-PLUS, BASIC-PLUS II, FORTRAN, WATBOL, APL, and PASCAL.

c. ADDITIONAL RESOURCES

The Career Development Library, which has been in separate existence for the past few years, has taken what was once a library responsiblity and relieved the library of that task. The Student Affairs staff, with a Director of Career Development, is doing a better and more complete job of supplying students with current and relevant career information. With a complete micro-form file of college catalogs, the career library now supersedes the library's incomplete file of catalogs. The career library is in the Student Development Center in the Chapel/Auditorium.

The language listening facilities are housed in the Reade Memorial Liberal Arts Building. The equipment consists of 6 masters and 30 listening stations and is old and mismatched in frequency and impedance, thus requiring more electrical engineering knowledge to maintain than is presently available. In addition to the foreign language use this facility receives, heavy usage of it is made by music classes. Inadequacy exists, therefore, in both quality and availability of this resource.

The Music Department has separate listening facilities housing equipment and recordings. This room is equipped with three turntables, each of which has a maximum capacity of three headphone sets. The turntables may be used without the headphones, but because the private teaching studios are on each side of the room, care must be taken not to interfere with the use of those

rooms. The facilities are used heavily by students in the Introduction to Music classes and the Music Theory, History, and Literature classes, but they are not available for other purposes. An employee of the Music Department is on duty when the room is open.

Most academic departments, and many individual faculty members, have strong library collections which are of course housed in their departmental or personal offices. However, most of these collections are known to the library staff generally, and with the openness and cooperation of departments and faculty members, are available to the academic community. For example, if a student needs one more source for injuries to the elbow, having exhausted the library, he may well be referred to the physical education departmental library.

B. LIBRARY PROFILE

1. HISTORY OF THE PHYSICAL FACILITY

In 1950 the library was moved into the present Ayres-Alumni Memorial Library Building, the capacity of which was projected to be 65,000 volumes with seating appropriate to serve a student body of 600. It contained such desirable rooms as Faculty Reading Room, public typing room, Audio-Visual Workroom and Classroom, a Music Listening suite, and two classrooms.

In January 1960 a fire consumed the Administration Building and the administrative offices were moved into the lower level rooms in the library building, thus eliminating the classrooms, faculty lounge, and typing room. In 1966 the A-V program and materials were moved to the new Liberal Arts Building. In 1967 space became available in the Music Annex, so the

record collection and listening equipment were transferred there. However, the rooms vacated in the library building were occupied by the growing administrative functions.

During these years the library book and periodical collection continued to grow normally and the student body increased greatly to over 1400, but all were still squeezed into the same small space.

It was finally decided that as funds had not been found for a new library building but some were available for an administration structure, this would be the solution. In the fall of 1972 the administrative offices were moved to the new Freimuth Administration Building. New stacks and carrels were placed in the rooms vacated and the library was able to expand into these areas in January 1973. Even with this great improvement it was determined that there was only space left for about three years' growth for shelving, and seating space was available for only 273 students of the 1400.

Now with 125,000 volumes and 1500 students, it is time again to re-think the space problem and find another solution.

2. OBJECTIVES OF THE LIBRARY AT TAYLOR UNIVERSITY

The first goal of the Taylor University Library is to acquire materials (print and non-print) that will support the curriculum and contribute effectively to the instructional program. Primary sources should be included in the collection as well as secondary, etc. Materials must be provided for use by faculty members in preparation of courses and to some extent for their research needs. These may be augmented by use of inter-

library loans. Attractive current materials should be made available to encourage students to develop interests in general reading that will last a lifetime.

The second goal is to provide appropriate and adequate service to bring together the materials and the people who need them. It is essential that there be a competent and efficient staff that understands the problems of both teachers and students in the process of teaching and learning.

The third goal is to maintain the collection of materials so that they are most readily accessible to the members of the university community. This includes the organization, processing, and circulation of the materials.

The fourth goal is to give instruction in the use of the library's bibliographic tools so that the user may acquire skills to aid him in his independent study and research. This instruction will be done individually by personal contact of staff with patrons, and also by more formal teaching in a class, particularly Freshman English, with related assignments.

3. STAFF PROFILE

The four full-time professionals, the director, the catalog, the circulation, and the reference librarians, have full faculty status. Two of these hold the academic rank of associate professor, and the other two, the rank of assistant professor. These four are under a ten-month contract, September through June, with three of the four alternately completing the summer session.

The fifth professional, the bibliographic searcher, is employed on a part-time basis twenty hours a week.

The non-professional staff is composed of an assistant to the librarian, a clerical assistant in technical processing who is a student working twenty-seven hours per week, and thirty-seven students who work a total of three hundred and four hours per week.

The following chart and job descriptions will show the present library staff.

LIBRARY STAFF 1979-80

PROFESSIONAL

Director, and Acquisitions

Alice K. Holcombe

A.B. Taylor University
Newark, Ohio, Public Library 2 yrs.
B.A.L.S. (5th yr.) Univ. of Michigan
Cataloging Div., Univ. of Michigan 3 yrs.
Taylor U. Library, Director 1946-50
Univ. of Dubuque, Iowa, Director 1950-52
Taylor Univ. Library, Director 1952-

Circulation, Reserves, and Inter-Library Loan

Lois Weed

A.B. Taylor University
Public Library, Marietta, Ohio 2 yrs.
M.S.L.S. Univ. of Kentucky
Taylor Univ. Library, Ass't Libr'n 1953-

Reference and Periodicals

David Dickey

A.B. Taylor University
M.S. (Lib. Sci.) Western Michigan Univ.
Marion College Library Jan 1967-69
Taylor Univ. Lib. part-time 1967-72
Indiana U. Library, Regional Campus Libr., Cataloging Div. 1969-72
Ball State U., part-time teaching in Lib. Sci., 1972-74
Taylor Univ., Reference 1972-

Catalog Librarian

Lavon Shigley

B.S. Ed. Marion College
MLS Indiana University
Holds Indiana teacher's license
Public school teaching in Oak Hill school system 3 yrs.
Taylor Univ. Library 1973-

Bibliographic Searcher

Ruth Ellen Nussbaum

A.B. Taylor University
Public school teaching in Marion and Upland 3 1/2 yrs.
Certificate in Library science from Ball State Univ.
Taylor University Library 1965-

NON-PROFESSIONAL

Assistant to the Librarian

Valeria Snyder

Training at Indiana Business College, Marion, Ind.
Office Experience 6 yrs.
Taylor University Library 1979-

Clerical Assistant in Technical processing

Rebekah Westley

Senior student. Works 27 hrs, per week, and takes 12 hrs. of classes tuition-free

Student Assistants

1979-80

37 students working 304 hrs., per week total

DIRECTOR OF LIBRARY

The Director of the Library is responsible for the organization, administration, and operation of the Library. This includes the selection of professional, clerical, and student staff, the supervision of the collection development, the preparation and expenditure of the budget, preparation of reports, applications for grants, etc.

In Taylor's Library the acquisitions program is directly supervised by the Director, and carried out by the Bibliographic Searcher, a full-time secretarial "Assistant to the Librarian", and student typists.

The Director represents the Library on the faculty-student Instructional-Resources Committee where policies are recommended.

CIRCULATION LIBRARIAN

The Circulation Librarian is responsible for the Circulation and Inter-library Loan activities. She supervises the student assistants at the Charging Desk and the shelvers in the stacks. She assists the Reference Librarian in answering questions and helping patrons use the library materials. She prepares statistical reports regularly showing the usage of library materials and those borrowed from other sour[illegible] through OCLC and regular ILL methods.

REFERENCE LIBRARIAN

The primary function of the Reference Librarian is to assist patrons in using the library's materials and to teach students particularly what methods to employ in doing their own research. He should be aware of the types of information requested and should make suggestions for acquisitions to meet these needs.

The Reference Librarian is responsible for the instruction in the use of the Library through orientation programs and classes.

As the Circulation Desk is the center for information seekers in the Taylor Library, the Reference Librarian also works closely with the students employed there.

The supervision of the periodical collection is a part of this staff member's responsibilities, including ordering, recording, shelving, binding, and maintaining a directory of holdings and locations on campus. Student assistants are available for carrying out this work.

CATALOG LIBRARIAN

The Catalog Librarian is in charge of the processing of all book acquisitions, including classification, cataloging via OCLC, maintenance of the Shelf List and the Card Catalog, and supervision of several student clerical workers who do the searching, typing, lettering, and labeling.

BIBLIOGRAPHIC SEARCHER

The Bibliographic Searcher works mainly with the requests for orders submitted by the faculty, searching for pertinent information preparatory to the ordering process. Gift books are also searched to prevent unwanted duplication of titles. She also may formulate bibliographies or search existing ones for the library staff or faculty. She assists in the selection of books by checking out-of-print book catalogs, special sale catalogs, and current journals that forecast new publications.

ASSISTANT TO THE LIBRARIAN

The Assistant to the Librarian performs the secretarial duties of the office, orders and receives shipments of books and supplies, and supervises the work of student typists. She is also responsible for the book-keeping records and for statistics needed for reports.

CLERICAL ASSISTANT IN CATALOGING DEPARTMENT

This clerical assistant works 27 hours per week and may carry 12 hours of classes tuition-free. She assists the cataloger by doing pre-searching on OCLC, training the student helpers and proofing their work, and assuming various other library technician responsibilities.

STUDENT ASSISTANTS

The library employs an average of 36 students who work at the Circulation-Reserve Desk, shelve books and periodicals, and type and do clerical work in the various departments of the library.

Perhaps the greatest strength of this library is the service orientation of its staff at all levels. This is undoubtedly a result of the combination of intellectual curiosity and concern for people and their needs. Such motivation makes for the most complete use possible of the sources available. Furthermore, the staff is well-trained, and is qualified also by personal abilities and skills for the positions held. However, as each member of the staff is working now at maximum capability, if other desirable services are to be offered, additional staff will be necessary in the future.

The guidelines provided by American College and Research Libraries' Standards call for one librarian for each five students, plus one librarian for every 100,000 volumes, plus one librarian for five thousand volumes added per year. According to these standards five full-time persons and one half-time person should be on the professional staff, but as stated in the Staff Profile only four full time persons and one half-time person are presently employed.

At the present time the professional staff in reference, periodicals, and circulation is, by necessity, devoting too much time to performing clerical tasks. If a full-time clerical worker could be employed, it would release the professionals for more appropriate duties.

4. RESOURCES AND EXPENDITURES

In the last decade the holdings in the library have increased from 78,354 volumes to 125,000 volumes. As of June 1979 the holdings of microforms number 4,639. The library currently subscribes to 684 periodicals and ten daily newspapers.

The expenditures for 1978-79 were: books, $40,951; periodicals, $13,565; microforms, $1,237; and binding, $2,500.

The following charts show the relationship between library expenditures and the total educational and general expenditures of the university, and the expenditures per student for books and periodicals for the past eight years.

RATIO OF TOTAL LIBRARY EXPENDITURES TO THE TOTAL

EDUCATIONAL AND GENERAL EXPENDITURES OF THE UNIVERSITY

	Total Ed. and Gen'l. Expend.	Total Library Expend. (incl. Grants)	Ratio
1971-72	$2,967,452.00	$107,142.00	3.61%
1972-73	3,082,393.00	127,740.00	4.14%
1973-74	3,312,556.00	136,332.00	4.11%
1974-75	3,649,031.00	137,980.00	3.78%
1975-76	4,358,096.00	152,112.00	3.48%
1976-77	4,669,557.00	158,848.00	3.4 %
1977-78	4,514,889.00	155,699.00	3.5 %
1978-79	4,804,262.00	179,727.00	3.7 %

EXPENDITURES PER STUDENT FOR BOOKS AND PERIODICALS
(Not includint Grants)

	Books	Periodicals	Total	Enrollment	$ per Student
1971-72	$30,316.00	$13,484.00	$43,800.00	1420	$30.84
1972-73	34,124.00	14,679.00	48,803.00	1429	34.15
1973-74	34,592.00	14,809.00	49,401.00	1445	34.18
1974-75	30,882.00	14,207.00	45,089.00	1437	31.37
1975-76	36,765.00	14,996.00	51,761.00	1467	35.28
1976-77	35,586.00	14,510.00	50,096.00	1491	33.59
1977-78	32,814.00	12,496.00	45,311.00	1444	31.37
1978-79	40,951.00	13,565.00	54,516.00	1457	37.41

GRANTS RECEIVED BY TAYLOR UNIVERSITY LIBRARY

U.S. Office of Education	Basic Grant	Title IIA
1965-66	$5,000.	
1966-67	5,000.	
1967-68	8,769.	
1968-69	7,229.	
1969-70	6,007.	
1970-71	3,120.	
1971-72	-----	(Award was based on enrollment
1972-73	-----	of minority students)
1973-74	5,000.	
1974-75	4,235.	
1975-76	3,918.	
1976-77	3,930.	
1977-78	3,855.	
1978-79	3,906.	
1979-80	3,963.	

W.H. Kellogg Foundation - College Resources for Environmental Studies Program

1971-74	$5,000.	

W.H. Kellogg Foundation - National Library Demonstration Program

1976-78	$8,000.	"For the purchase of terminal equipment from the Ohio College Library Center and for training of library personnel. Any funds not so used will be applied toward user fees on the network."

5. BOOK COLLECTION

It has been the sincere endeavor of the library staff to see that the curriculum and its needs have been supported with the best materials possible. Seventy-five per cent of the book budget is allotted to faculty members for book selection, while twenty-five per cent is retained for reference and general use. Through the years the faculty members have been active in requesting the items which they believed would be most useful to their students. In the few cases where full participation was lacking, the library staff made selections with the aid of authoritative bibliographies and reviews so that a serious gap would not occur in the holdings in that subject area. This is especially important now that smaller printings are being produced and books are going out-of print so rapidly.

From time to time the faculty has been encouraged to assist in weeding the book collection; however, there has been reluctance on the part of a few departments to discard out-dated materials.

Statistics on the acquisition of books may be found on the accompanying table.

It should be noted that although the budget allotment increased 4% last year, the inflationary rate in the book world caused a decrease in accessions nevertheless.

BOOK EXPENDITURES AND ACCESSIONS

Year	Regular Funds (Incl. receipted gifts)		Title II A Grant		Kellogg Conservation Grant		Total	
	Amt.	Vols.	Amt.	Vols.	Grant	Vols.	Expend.	Vols.
1971-72	$30,316.00	4,097	-	-	-	-	$30,316.00	4,097
1972-73	34,124.00	4,828	-	-	$ 897.00	72	35,021.00	4,900
1973-74	34,592.00	3,862	$5,097.00	291	1,442.00	205	41,131.00	4,358
1974-75	30,882.00	3,927	4,135.00	222	-	-	35,020.00	4,149
1975-76	36,765.00	3,812	3,511.00	253	-	-	40,276.00	4,065
1976-77	35,586.00	3,725	3,494.00	163	-	-	39,080.00	3,888
1977-78	32,815.00	3,816	* 18.00	9	-	-	32,832.00	3,825
1978-79	40,951.00	3,511	* -	-	-	-	40,951.00	3,511

* Title II A Grant expenditures were used for A-V materials.

6. LIBRARY SPECIAL COLLECTIONS

The Ayres Collection is a special collection of books made up of the following groups: rare books, books of special interest to the university (such as Bishop William Taylor's books), special editions, books with outstanding illustrations, and books of unusual cost. These books are listed in the card catalog, but are for use in the library only.

The Conservation Materials Center, housed in a separate room on the lower level, is a special collection of books and materials funded by a Kellogg Foundation grant from 1971-74. These materials, dealing with various aspects of nature conservation, are indexed in the card catalog and may be checked out. No new purchases are being made for this collection since the grant was in effect for only 3 academic years. Curriculum changes and faculty personnel changes have led to lessened interest in this collection.

7. TAYLOR UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS

The Archives and Special Collections are under the direction of a history professor appointed to work with student assistants to organize materials and arrange displays in campus show cases. These people are responsible to the Director of Community Relations, who makes numerous contacts with the Taylor Alumni to obtain historic items. Since the Archives and Special Collections share a small room with the Library's Ayres Collection, the limited space makes operation and storage difficult as additional items arrive.

The Taylor University Special Collections include the James DeWeerd Collection of Rare Historical Documents, donated by the late Bernie Smith, and the Alfred Backus Collection, which contains Wesleyana and items of

Methodist heritage. The Archives house numerous items relating to the history of Taylor University, such as the Grace Olson and Evan Bergwall Collections. Other collections have no relation to the Taylor heritage but are valued because of their rarity.

8. CIRCULATION

Although the Taylor Library has as its first priority serving Taylor students, faculty and staff, it does also circulate materials to the surrounding community. A non-Taylor borrower is not charged a borrower's fee, and the loan period is the same as for students: two weeks for stack books, three days for juvenile books, and one day for unbound periodicals and pamphlets.

The faculty have an unlimited loan period for materials. This has not proved to be any great problem to students since a professor is consulted when he has a book that a student needs. At the end of each spring term each professor is sent a list of the books which are checked out in his name with instructions to return the books or to renew those he is still using.

There was a drop in circulation between the academic years 1972-73 and 1973-74, and for the next three years it remained fairly constant. Another decrease occurred between 1976-77 and 1977-78 and also between 1977-78 and 1978-79. No specific reasons for these decreases have been determined, but they could be attributed to: an increase in personal paperback libraries; a change in teaching methods in certain courses, such as requiring the purchase of paperback books for book reviews, etc.; required topical reading reports necessitating the use of bound period-

icals on open shelves for which there is no accurate circulation count; and an increase in the number of students using direct borrowing privileges at Ball State Library, a policy which was established in September 1973. Another possible factor is that more materials may have been taken from the Library without being properly checked out.

CIRCULATION STATISTICS

DATE	STUDENTS	FACULTY	NON-TAYLOR	STAFF & FAMILIES	TOTAL
July 1972 - June 1973	28,909	2,448	713	470	32,540
July 1973 - June 1974	24,233	2,026	463	556	27,278
July 1974 - June 1975	23,970	2,013	977	542	27,502
July 1975 - June 1976	24,115	1,698	775	538	27,126
July 1976 - June 1977	23,268	2,683	825	607	27,383
July 1977 - June 1978	22,439	1,784	1,126	787	26,136
July 1978 - June 1979	21,344	1,824	905	652	24,725

9. REFERENCE

The reference collection is, as is the general stack collection, quite adequate for the needs of the Taylor students and for covering the major fields of study offered. The reference collection is also kept up-to-date by the fact that the librarians who answer most of the reference inquiries make recommendations for reference acquisitions. In answering reference questions through other libraries, careful note is always taken of the source the other library used. If it is felt that this source would be a valid addition to the Taylor reference collection, recommendation for purchase is made.

For sixty of the eighty-three hours per week that the library is open there is one professional librarian available for answering reference questions. Approximately 250 transactional reference questions are answered during a typical week. During that same period of time approximately two hundred directional questions are answered. Of course, most of these inquiries are answered by library personnel and reference materials. However, the reference services of the Marion Public Library, of ALSA, and of Ball State University and Indiana University have been extremely helpful.

Through the new student orientation program and the Freshman Composition classes, each student gains some instruction in the use of the library. Each student is given a copy of the fourteen page library handbook and a brief tour of the library during his first week on campus. An intensive slide-lecture orientation session is given by the library staff to most of the Freshman Composition classes.

10. PERIODICALS

In the face of dramatically rising periodical subscription rates the library's periodical budget has increased only slightly over the past eight years. However, the total number of subscriptions and the coverage of subject areas has been maintained. This has been accomplished by the careful evaluation of each subscription in light of its cost usage and coverage.

Over the past eight years 121 periodical titles have been dropped, and during the same period, 118 new periodical titles were added. The most expensive title deleted was Chemical Abstracts when, in October 1974, its $2,400.00 subscription price was going to increase to 1/5 of Taylor's total periodical budget. Two other examples will show how careful evaluation enabled us to cover the subject and fill the need at much lower cost. Music Index at $345.00 was replaced with Music Article Guide at $22.00. Biological Abstracts at $1,134.00 was replaced with Biology Digest at $75.00.

Requests for backfiles of titles in the fields of psychology and sociology have been met economically by purchasing microform. Major files of microfilm are the New York Times (1860-68, and 1924 to present date) and ten other current subscriptions on microform. Several hundred pieces of microform are added per year and the total in June of '79 was 4,639.

PERIODICAL STATISTICS

Years	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
periodical titles added	16	11	13	11	18	13	10	14
periodical titles dropped	2	2	20	22	24	8	14	9
total titles	693	702	695	684	678	683	679	684
total daily newspapers	-	14	14	13	14	11	10	11
pieces of microform added	-	-	145	84	71	121	628	362
total pieces of microform	-	3,228	3,373	3,457	3,528	3,649	4,277	4,639

11. RESERVE BOOKS

Reserve books are shelved at the circulation desk and are available for one hour at a time during the hours that the library is open and for overnight use, one-half hour before closing.

Because of the limited shelving space for reserve books, faculty members have been encouraged to keep in mind the purpose of reserve materials (availability of required reading for a whole class or portion thereof) and to keep their reserve lists current (removing ones no longer needed) and the number of books to a minimum. The cooperation in this effort has been very good.

At the end of each term a circulation count of reserve material used that term is taken. Reserve materials in general receive heavy use. Changes in the curriculum, restructuring of certain courses, and faculty turn-over influence reserve book use.

12. INTERLIBRARY LOANS

Interlibrary loans have extended the possibilities of service to patrons. Because of their locations, Marion Public Library, Marion College Library, and Ball State University Library have been used for the majority of interlibrary loans. Since becoming a member of ALSA (Area Library Services Authority), the resources available in the member libraries have been utilized.

The following factors have influenced the number of interlibrary loans ordered: the number of professors working on doctoral dissertations; changes in the way courses are taught; a strengthening of the periodical

collection in certain subject areas so that the materials are available in the library; and the fact that since September 1973 reciprocal borrowing privileges between Ball State University Library and the Taylor University Library have existed.

The addition of the OCLC terminal has facilitated finding materials and has helped to complete bibliographical information for interlibrary loans. As is to be expected, loans to other libraries have begun to increase since Taylor University Library holdings have become more widely known through OCLC. Since April of 1979 interlibrary loans have been processed on the OCLC terminal.

INTERLIBRARY LOANS

	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979
BOOKS REQUESTED AND RECEIVED	79	41	52	46	88
BOOKS REQUESTED, NOT RECEIVED	*	31	34	28	44
PHOTOCOPIES, REQUESTED AND RECEIVED	132	67	58	53	54
PHOTOCOPIES REQUESTED, NOT RECEIVED	*	12	8	3	6
BOOKS LOANED TO OTHER LIBRARIES	4	4	4	7	56
BOOKS REQUESTED, COULD NOT SUPPLY	*	*	*	1	5
PHOTOCOPIES SENT TO OTHER LIBRARIES	*	*	*	*	5

* NO INFORMATION AVAILABLE

13. NETWORKS AND COOPERATION

In November, 1977, the library became a member of ALSA 6 (Area Services Library Authority), which is a cooperative effort to improve library services among public, public school, academic, and special libraries from seven counties in east central Indiana. Recently ALSA 6 and ALSA 9 (five counties located directly to the south of ALSA 6) have merged to increase efficiency of operation and will be known as the Eastern Indiana ALSA.

The library became a member of INCOLSA (Indiana Cooperative Library Services Authority) in January 1977. As a result of that membership and with a grant made possible by the Kellogg Foundation, an OCLC network terminal was purchased. Originally, it was used primarily for cataloging the current acquisitions but also for interlibrary loan bibliographic and holdings information. More recently the processing of interlibrary loans has been added to the system. In the planning stages are serial processing, subject retrieval, and acquisitions processing.

The library does have reciprocal borrowing privileges with the Ball State University Library and the Marion College Library; thus, another form of library cooperation.

14. FACILITIES

The present library facilities are inadequate in every respect. The following chart will give one indication of the lack of space necessary to carry out nearly every library function.

AMERICAN COLLEGE AND RESEARCH LIBRARIES: STANDARDS

Formula C for size of library building is based upon the needed space for readers, and books etc., and space for administration as calculated below.

		Recommended	Taylor Library now
(a)	Space for readers 1 seat for every 4 FTE students	1500/4 students 375 seats	273 seats
	each seat requires	25 sq. ft. floor space 9,375 sq. ft.	9.1 sq. ft. approximately 2,500 sq. ft.
(b)	Space for books, etc. 0.10 sq. ft. per volume for first 150,000	125,000 x .10 12,500 sq. ft.	approximately 9,670 sq. ft.
(c)	Space for administration of library	9,375 sq. ft. +12,500 21,875 sq. ft.	
	¼ sum of spaces for readers and books	x¼ 5,469 sq. ft.	approximately 1,250 sq. ft.

Total sq. ft. lacking at present

Seats	6,875 sq. ft.
Books	2,830 sq. ft.
Administration	4,219 sq. ft.
Grand Total	13,924 sq. ft.

14. FACILITIES (continued)

a. SEATING

EAST READING ROOM - MAIN FLOOR REFERENCE ROOM
50' x 40'

Group tables-seating	90
Individual study carrels	5
Lounge type	7
	102

WEST READING ROOM - MAIN FLOOR PERIODICAL ROOM
50' x 40'

Group tables-seating	94
Individual study carrels	9
Lounge type	6
	109

LOBBY	
Lounge type	2
STUDY ROOM	
Individual study carrels	12
MAIN FLOOR STACKS	
Individual study carrels	4
LOWER LEVEL STACKS	
Individual study carrels -	8
Individual study carrels L-6	3
Individual study carrels L-7	25
Individual study carrels L-8	8
	44
TOTAL SEATING NOW	273
SHOULD HAVE MINIMUM OF	375

b. STACKS

Nowhere are crowded conditions more evident than in the stack area. Steel shelving has been installed in every possible space. In most cases the shelves are completely full,making it very difficult to shelve books.

In two of the stack rooms the study carrels along the south wall are located so close to the ends of the stacks that it is almost impossible to go around the stack when someone is seated at the carrel.

Another problem in the stacks is one directly related to the energy situation. In order to conserve energy all lights except absolutely essential ones have been turned off,and thus a dark atmosphere has been created.

c. SPACE FOR ADMINISTRATION

Administrative offices and work spaces are presently located in four different areas of the building and on two different levels. Only the Director has a private office,and there is no space even there for meetings or conferences. Necessary space for all library functions is lacking,but this is particularly true for part-time student employees, all of whom are forced to use the same crowded area.

d. ACCESS FOR THE HANDICAPPED

To use the Taylor University Library one must be able to climb stairs. To enter the building it is necessary to go up three steps in order to reach the outside doors; then up a flight of steps to reach the Circulation Desk. On this level the card catalog, most of the periodical indexes, the 800 and 900 stacks, microforms, current newspapers, and the offices of the reference and circulation librarians are located. To use reference

books in the East Reading Room or periodicals in the West Reading Room, one must go up another three steps. Books classified in 000's through 700's are on the lower level; therefore another flight of stairs. To use the photocopier, visit the library director's office, technical services, the archives-special collections' area or the study room, one must return to the entrance before going to the lower level.

This situation is very difficult, if not impossible, for handicapped persons.

e. HEATING AND HUMIDITY CONTROL

The library building is heated by the college steam heating system. The only controls for adjusting the heat are: the main valve, which regulates the amount of steam pressure coming into the building; and valves which are on individual registers throughout the building. Opening and closing of windows and doors is another type of heat control utilized regularly.

With no thermostats to control the system and with part of the building below ground level, it is difficult to maintain building temperatures suitable for both the lower level and the main floor.

Since no humidity control exists, the building is extremely dry, making a bad situation for both books and people.

f. DRAINAGE

The drainage around the exterior of the building is inadequate, to say the least. After a hard, driving rain, the water comes through the walls on the lower level and collects on the floor. Nothing which would be damaged by water can be left on the floor.

g. FIRE CONTROL

There is no fire detection or automatic extinguishing system in the library. However, fire extinguishers are located throughout the building.

h. STUDY ROOM

The study room located at the east end of the lower level is 400 square feet in size. No library materials are shelved in this area. Twelve individual study carrels are available for student use while the library is open and for three hours after the main part of the library is closed. Access to the study room is gained through the east front door of the library, down the stairway to the lower level and then east to the room. This room receives heavy use.

i. MICROFORMS AREA

The microforms area is located in the southeast corner of the main floor of the stacks. Included in this 153 square foot area are the following: 2 microfilm readers and 1 microfilm reader-printer, each on a study carrel; 1 microfiche reader and 1 microcard reader on a small desk; and six microfilm cabinets, each consuming 6 square feet of floor space.

As usage of the microforms increases the space and equipment prove to be more and more inadequate. Space is the most crucial problem. It is presently necessary to move furniture when more than two people need to use the microform readers. With furniture moved, it then becomes impossible to open storage cabinet drawers to obtain additional microforms. Lighting control is also a major problem in this area.

j. MUSIC LISTENING ROOM

In Music Annex II the Music Department has listening facilities housing equipment and recordings. Over 500 (512 presently) music scores are checked out on a long-term loan from the library to this area. Only scores for the records used in the Introduction to Music classes and the Music Theory, History and Literature classes are housed there. The records are on reserve from the Music Department.

k. THE SCIENCE READING ROOM

The Science Reading Room located on the lower level of the science building is maintained by the science department. While the general science periodicals are housed in the main library, specialized science periodicals are received and checked in at the library and then sent to the Science Reading Room. Also, approximately seven hundred library books are checked out on long-term loan to that area. A science department attendant takes care of the shelving, but no one is on duty for checking out materials since they are non-circulating.

The main reading room, Number 006, contains 1024 square feet in which are located shelving for books and periodicals and some study tables. An overflow room, Number 001, containing 818 square feet houses additional shelving which has already been filled to capacity. Approximately one-half of the total shelf space is being used for three titles: Chemical Abstracts, Nuclear Science Abstracts, and Physical Review, the first two of which are no longer received. The situation is presently such that some materials can not be shelved. An additional 120 linear feet of shelving to be built in a third room will alleviate this problem somewhat. The Science Department faculty feel that this area receives high student use.

15. SECURITY

The Circulation Desk is located approximately four feet from the doors through which patrons enter and exit the library. Anyone coming from the stack area, reference or periodical rooms must pass the Circulation Desk in order to leave the building. Two student assistants are on duty at all times, one of whom is to remain at the desk to check out materials while the other is free to help patrons locate materials. Unfortunately, these assistants are not always as alert as they should be. No security check as such is made by anyone.

Because of the time and expense involved, inventories have not been taken very frequently. At the last complete inventory in 1975, approximately 185 books per year were missing. At that time the librarians did not feel that the amount of loss warranted the expenditure of $14,000 for a security system.

More recently the frequency of bound periodicals, reference books and stack books being reported missing from the shelves, and the increasing number of illegally withdrawn materials being returned, have made the librarians reconsider the issue. They now feel that as enlarged facilities are contemplated, the installation of a security system should be strongly considered.

16. INSTRUCTIONAL RESOURCES COMMITTEE

For many years the Faculty Library Committee functioned as an advisory committee to the Director of the Library. It was composed of a representative from various curricular areas.

As a result of the re-organization of the faculty committee structure in 1974, the Library Committee was dissolved and the Instructional Resources Committee was formed bringing together the related interests of the Computing Center, the Learning Resources Center, and the Library. This committee formulates policies regarding services rendered by the three areas; reviews the budgets of each; and makes recommendations to the Vice President for Academic Affairs of the university, and when appropriate to the faculty, regarding improvements, extension and development of the services and facilities of each area. The Library is represented on this committee by the director and one other librarian.

C. LIBRARY ENVIRONMENT

1. INTRODUCTION

In addition to local factors described in the institutional and library profiles of this study, external forces influencing all libraries must be considered to keep Taylor's library in line with universal needs. The following research identifies this larger environment.

> We live in an era when the sum of human knowledge is multiplying at a dizzying pace. Our society produces information and knowledge faster than we can capture, store, disseminate, retrieve, use and again store it. In an information-rich society, we must sift through tons of information to pan out the ounces of information pertinent to our needs.
>
> Outside the libraries, people yearn for quality information. Deluged on all sides with information and drowned in a sea of facts, they cry out for meaningful information, readily available, well organized, and easily accessible.
>
> The future of libraries may well rest in their ability to provide such information.[1]

2. ECONOMICS

Because of their capacity to affect so many other areas, economic developments are of major significance. Four of these will be considered here.

a. MATERIALS

> A prime economic development within the library profession is the rate of increase in materials costs. An additional factor, however, is the differential between increases for journals as opposed to books. From 1970 to 1978 the average price of journals increased from $10.41 to $27.58: a total of 164.9%. The average cost of books over this same period increased 72.3%, from $11.66 to $20.10 (Source: Bowker Annual). The consumer price index during this time period increased from 116.3 to 202.9, a total of 74.4% (Source: Monthly Labor Review). In most instances, library budgets have not been able to keep pace with the increased cost of books, much less that of journals. Consequently, because libraries have tended to maintain journal subscriptions, there has been a substantial decline in the rate of books purchased over this period. This trend is supported by several

[1]Bowen, Otis R. "Keynote Address (excerpts)." A Report of the Indiana Governor's Conference on Libraries and Information Services. Indianapolis, Indiana State Library, 1978, p.3.

studies conducted by Bernard Fry and Herbert White (Fry and White, 1976, 1978).[2]

However, Taylor University Library has not "robbed Peter to pay Paul." This library keeps the book budget and periodicals budget separate. To see how this library copes with the problem see LIBRARY PROFILE, pp. 38-9.

A less expensive type of purchase is microforms, but the cost of the additional equipment needed to utilize these materials would probably negate any savings.

b. BUILDING AND MAINTENANCE

Building costs outstrip an institution's capacity to fund library construction. Finding new channels through which to finance a building project is a challenging task. Many institutions employ persons specially trained to seek out agencies, governmental grants, and private donors to fund such projects. Building costs are increasing rapidly every year. The longer the delay in beginning to build a library, the higher the cost.

Cost savings are often employed to realize gains in conserving energy and money. (See LIBRARY PROFILE, p.46 for one example of Taylor's efforts.) Unfortunately, these efforts frequently affect library maintenance and attractiveness.

c. STAFF

Because of budget implications there has been a decrease in staff size in many libraries.

[2]Association of Research Libraries. The Office of Management Studies. Small Library Planning Program; an Assisted Self-Study Manual for College Libraries. Washington, D.C., 1979, p. V-19.

> An accompanying trend in academic libraries in the last several years has been the increase in use of clerical and paraprofessional staff in supervisory positions and in a variety of complex library activities.... High-grade library assistants are frequently found managing circulation departments.... Preorder search sections are often staffed entirely by library assistants.[3]

And, with the advent of OCLC much of what was once the cataloger's responsibility in technical services can be turned over to assistants if the proper equipment is provided (see more on this in Technology section). These measures reduce cost by eliminating the necessity of hiring another professional librarian when additional staff is required.

d. DATA BASE ROYALTIES

> The royalties that data base producers charge for on-line searching of their products will roughly double by 1985, says a report by Patrick Barwise of the London Business School. The report predicts that other direct costs of searching (the charges levied by searching services and telecommunications operators) will continue to drop. But, because royalties will double, the total direct costs of searching will fall less than many observers have expected.
>
> The report asserts that data base producers have kept on-line royalties low in order to encourage on-line searching. As a result, the users of the printed forms of data bases are now, in effect, subsidizing on-line users. To continue this pricing policy after on-line searching has taken hold, however, risks precipitating a fall in the sale of printed products. Thus, data base producers are likely in the future to charge higher royalties for on-line searching and to limit price increases for printed products.[4]

[3]Abell, Millicent D. "The Changing Role of the Academic Librarian: Drift and Mastery." College and Research Libraries, March 1979, p. 160.

[4]"Rise in Royalties for On-Line Searching Predicted." College and Research Libraries, November 1979, p. 302.

A recently distributed NCLIS (National Commission on Libraries and Information Science) brochure states that a 60-percent increase (from 1975 levels) in academic library expenditure is necessary in order to achieve minimum levels of service.[5]

3. TECHNOLOGY

"In the area of technological developments, one of the most dramatic changes is the increasing availability of automated techniques for cataloging, processing, and circulating material as well as for searching machine-readable bibliographic data bases."[6] The leader in this field seems to be OCLC, Inc. The OCLC subsystems that are available are many and varied, and increasing and improving. Naturally, membership in a national network like this necessitates abiding by certain regulations and standards. A member must be willing to change established local procedures for the benefit of all members in the network.

a. OCLC SUBSYSTEMS

One of these subsystems is On-Line Cataloging which provides bibliographic information on books cataloged by the Library of Congress and over two thousand libraries in the United States and Canada. This sharing of original cataloging efforts reduces the duplication of such procedures in each library, which saves considerable time and money. Catalog cards are produced through this system and received by the member ordering them in less than one week, thus saving time over the old methods. Machine-readable

[5]Haas, Warren J. "Managing our Academic Libraries: Ways and Means." College and Research Libraries, March 1979, p. 115.

[6]Association of Research Libraries, p. V-20.

records of all books processed by an individual member are stored in the OCLC data base and are available to the member for other purposes (see LIBRARY PROFILE pp. 41 & 43).

Another helpful subsystem is Interlibrary Loan (ILL). Member institutions can see (via OCLC terminal) which libraries have what books. This enables a participant to request a particular item from a certain library on-line. These messages, transmitted through the OCLC terminals, provide quick response to requests (see LIBRARY PROFILE pp. 41 & 43).

The Serials Control Subsystem will be helpful in keeping records of periodicals and other serials received and cataloged. Three aspects of inventory control to be provided are check-in, claiming, and binding. Parts of this subsystem are still in development. Used in conjunction with the Acquisitions and Cataloging Subsystems, it will provide virtually complete control of serials (see LIBRARY PROFILE p. 43).

The OCLC Acquisitions Subsystem will support such functions as ordering, receiving, and claiming. It will provide timely and cost-effective control of the acquisition of library materials. This project is in the testing stages (see LIBRARY PROFILE p. 43).

b. PRINTER AND LABEL ATTACHMENTS

In addition to the benefit of the OCLC Subsystems there are printer and label attachments which can be purchased to use in conjunction with the OCLC terminal. These two attachments are specifically designed to help speed the processing of books in the technical services area. The printer attachment is especially helpful to the cataloger. It allows for the use of clerical help, thus freeing the professional to spend more time actually cataloging, which results in an increase in the number of books processed.

c. PUBLIC OCLC TERMINALS

Some libraries are installing OCLC terminals for the use of the public. This allows the patron to know first-hand what is available in the network, and results in the generation of more ILL requests.

d. LOCAL ON-LINE CATALOG

A number of libraries (including the Library of Congress) are switching from the traditional card catalog in favor of the local on-line catalog. This still allows one to look for a book by author, title, or subject but has the advantage of immediate knowledge of books just cataloged without waiting until the cards are filed. The on-line catalog eliminates the personnel need of a card filer. It also makes catalog maintenance quicker and cleaner, both in adding and withdrawing items. But, the cost of the installation of a sufficient number of terminals to meet the demands of the users would have to be carefully considered and compared to the cost of maintaining a card file. A distinct advantage, though, of an on-line catalog is the possibility of remote access to the library's holdings from other campus buildings equipped with terminals.

e. MICROFORMS

Improvements are being made in microform technology in terms of both software and equipment. Although microform products are widely used by researchers and graduate students, there is reluctance on the part of undergraduates to use them. The cost-effectiveness of purchasing more materials on microforms needs to be carefully evaluated in the light of how much they will be used. The equipment required must also be considered. Definitely, more reader/printers will be necessary to make this method desirable to the patrons.

f. DATA BASES

Bibliographic data bases, other than OCLC, which are of help to academic libraries are ERIC, MEDLARS, BIOSIS, and the Lockheed system. Librarians can put patrons in touch with these resources through various means. A National Bibliographic System is also being developed (see also p.61,62).

4. USER EXPECTATIONS

> Changes in user expectations and demands are often affecting a number of academic libraries and pressuring them to modify and improve services and operations. Library users are increasingly more sophisticated and therefore expect more of the library. Concurrently library resources and services are becoming [sic] more complex with advanced automated indexing and bibliographic searching. New interdisciplinary programs in the university sometimes require more complex approaches to using the library. Independent study, while not new, seems to be receiving greater attention and requiring more service from the library.[7]

a. HANDICAPPED PEOPLE

A need that is receiving increased attention is that of facilities and resources for the handicapped. As a basic first step, the library building must be designed to insure safety and convenience for physically handicapped persons. Handrails, ramps, and elevators need to be provided. Special reading or listening materials may need to be purchased for blind or partially-sighted individuals. Educationally handicapped students (poor readers, etc.) need special services, too.

b. SPECIAL GROUPS

Sometimes there exist on a college campus acute needs of a specific group of people (minorities, "special interest" groups, etc.). The library must assess the situation in terms of what it can afford to do to assist these people without causing other services to suffer. Special topical bibliographies can be prepared as a start (e.g. Blacks, women, popular culture).

[7]The Association of Research Libraries, p. V-20.

c. VOCATIONAL OR LIBERAL ARTS?

There seems to be a trend among academic library users in requesting materials in the vocational, technical, and applied fields. On the other hand, there is an increase on the part of college administrators and faculty to emphasize the liberal arts. This incongruity needs to be analyzed carefully by the librarians before making book selection. It is good to gather statistics on what type of material is actually being used. Many times excellent books are never checked out. Are they ever used in the library without needing to be checked out? There may be no way to find out. How does a librarian educate the public to the resources that are available?

d. IMMEDIATE SATISFACTION

Sometimes a patron wants a book or information "right now" and is not satisfied to wait on interlibrary loan or the return of a borrowed item. He needs to be patiently educated in the procedures of the library and alternative sources. But, this may also point up a need to purchase duplicates of materials which receive heavy use.

5. CHANGES IN CURRICULUM

> Any change in curriculum generally necessitates modifications in collections and sometimes in services. As pointed out in the review of higher education developments, some areas are declining, while others are increasing. Any movement of this type requires change on the part of the library. As library budgets become more restricted, material selection and collection development decisions become more critical. This places an emphasis on a carefully thought out selection policy and requires that considerable individual attention be paid to how selected materials relate to changes in curriculum and the instructional needs of the students.[8]

Also, a change in faculty personnel or the awarding (or loss) of a grant

[8] The Association of Research Libraries, p. V-20.

affects the purchase of library materials. These changes must receive special attention by the librarian so that selection or procedures can be adjusted accordingly.

(For specific curriculum changes at Taylor University see the Institutional Profile, p. 6. For library collections see LIBRARY PROFILE, p. 31-3, 38-9).

6. COOPERATIVE ARRANGEMENTS

> Many libraries are becoming increasingly involved in cooperative arrangements for sharing resources in order to restrain costs. Developments are taking place at the state and regional levels, as well as at the national level. Many states including Indiana...have established regional library systems in which libraries of all types share materials and in some instances provide reciprocal borrowing privileges.[9]

As mentioned earlier, OCLC has facilitated shared cataloging and interlibrary loan. The link between OCLC and Taylor University is INCOLSA (Indiana Cooperative Library Services Authority). INCOLSA is developing a union list of serials and helps the state legislators become better informed on library matters which encourages them to adopt legislation of benefit to all libraries in the state. Both of these services are a great help to member libraries. (For other cooperative efforts involving INCOLSA and ALSA and independent libraries see LIBRARY PROFILE, p. 29).

7. NATIONAL DEVELOPMENTS

a. MEMBERSHIPS

Keeping abreast of developments at the national level is facilitated by institutional membership in OCLC and INCOLSA. These two sources regularly publish news items indicating changes in the library field that will affect

[9]The Association of Research Libraries, p. V-21.

them and therefore the local library. Individual memberships of the librarians in ALA (American Library Association) and ILA (Indiana Library Association) and CLF (Christian Librarian's Fellowship) provide a rich supply of professional reading material and opportunities to attend professional meetings which call attention to special developments. Several developments at the national level have broad implications for libraries.

b. LINKING SERVICES

"The Library of Congress is presently engaged on a project to link centers such as OCLC, BALLOTS, and MARC and similar networks into a national automated library network...thus providing further service for libraries and their patrons."[10] (See also p. 58, and 62).

c. NATIONAL PERIODICALS CENTER

The National Commission of Libraries and Information Science (NCLIS) recommended that the Library of Congress assume responsibility for developing, managing, and operating a national periodicals center. Library of Congress asked the Council on Library Resources (CLR) to prepare a technical development plan for such.

> The goal of the National Periodicals Center (NPC) is to improve access to periodical literature for libraries and thus to individuals using libraries. The intent of the plan is to assure that the NPC will accomplish this goal (1) by providing an efficient, reliable, and responsive document delivery system for periodical material, (2) by working effectively with the publishing community, and (3) by helping to shape a national library system through NPC operating policies and procedures.[11]

One of the advantages of using the NPC is that libraries will be relieved of some of the requirements established by the CONTU (National Commission

[10]"Third General Session: Technology." A Report of the Indiana Governor's Conference on Libraries and Information Services. Indianapolis, Indiana State Library, 1978, p. 9.

[11]Haas, p. 111.

on New Technological Uses of Copyrighted Works) guidelines.

d. NATIONAL BIBLIOGRAPHIC SYSTEM

The Council on Library Resources has also begun a five-year program to build a National Bibliographic System.

> In essence, the projected bibliographic system is envisioned as a set of coordinated activities to establish and operate a computerized bibliographic record service and a parallel set of independent activities by individual libraries, groups of libraries, and function-oriented networks (e.g., bibliographic networks, resource-sharing networks, etc.) to develop systematically their own individual and collective capacities to use the files and products of the central service and, when appropriate, to contribute to that service.[12]

CLR "has contracted with Battelle Columbus Laboratories to study the feasibility of technical alternatives for linking between OCLC, RLIN, WLN, and LC and to determine the impacts such a link might have on certain services avalable through these utilities."[13] (see also pp. 58, 61)

e. COUNCIL FOR COMPUTERIZED LIBRARY NETWORKS (CCLN)

> CCLN is the only national organization for computer-based networks and the only forum which cuts across all networks, e.g. OCLC, RLIN (Research Library Information Network), and WLN (Washington Library Network) and, as well, provides a forum for discussion of issues related to Federal and private sector programs and interests."[14]

f. WHITE HOUSE CONFERENCE

The upcoming White House Conference on Libraries will consider many topics

[12]Haas, pp. 112-113.

[13]Indiana Cooperative Library Services Authority. Memo to: Directors of Libraries, November 9, 1979, p. 1.

[14]Ibid., p. 3.

of concern to academic libraries. One of these will be the form of future funding. Present assistance is given through the Library Services and Construction Act. Another major issue to be discussed is the new copyright law. Many feel that there is conflict between the First Amendment and the new law and confusion over the idea of "fair use." This particularly affects the status of copyright in journal publishing.

g. COPYRIGHT CLEARANCE CENTER (CCC)

The CCC is an answer to some of the problems involved with the new law.

> Many publishers are using the services of the Copyright Clearance Center and are printing a CCC code on the first page of each copyrighted journal article. The CCC provides publishers and users with a practical, low-cost means to comply with the photocopying permissions requirements of the new law: Publishers may grant permissions and users may pay the required fees through a centralized mechanism....the CCC mechanism is effective and successful.
>
> Three trends are promoting the success of the Copyright Clearance Center. First, the increasing acceptance by librarians of the need under the new Copyright law to compensate copyright owners for library photocopying; second, the inclusion in the proposed legislation for a National Periodicals Center of the concept of a low-cost collection agency such as CCC; and third, the reciprocal agreements now being developed with other countries that have also established collection mechanisms such as The Netherlands, West Germany, and Sweden.[15]

h. AACR 2

> [Another] national development is the recent decision of the Library of Congress to adopt the second edition of the Anglo-American Cataloging Rules (AACR II) [sic] and to close its current card catalog and switch to either a microform or an on-line computer catalog. The changes in cataloging rules will have some impact on smaller libraries, which do not necessarily have the automated systems and staffing of large libraries to handle linkages between old and new headings. Although the Library of Congress will continue to issue catalog cards and will be providing some publications that will help with linkages, smaller libraries still need to study the amount of effect these changes will have on

[15]Koch, H. William. "Guest Comment: Status of Copyright in Journal Publishing." Physics Today, October 1979, pp. 9 & 11.

their internal cataloging consistency and to prepare for the switchover.[16]

i. NATIONAL LIBRARY AGENCY

Something we do not now have is clearly needed. There seems to be slowly growing the recognition that some kind of an operating agency is essential if those relatively few, but absolutely necessary, library service programs that are logically nationwide in character are to be established and become functional on a permanent basis...Both ARL and the executive committee of the Association of American Universities have endorsed a "Statement of Principles for Congressional Action to Establish a National Library Agency."[17]

8. OTHER TRENDS OR CONCERNS

a. CLASSIFICATION SYSTEMS

The issue of using Library of Congress Classification (LC) or Dewey Decimal Classification (DDC) for the cataloging of materials is a recurring item of discussion in library circles. At one time there was a mass movement on the part of many academic libraries which used DDC to change to LC. Although some small college libraries do use LC, the majority of the LC users are large universities with extensive library collections. Most school libraries and public libraries (except very large ones) use DDC. The cost and confusion involved in changing a small college's library collection from one system to the other would probably not be worth the trouble. There are advantages and disadvantages to both cataloging systems. Library schools teach both classifications so that graduates are qualified to work with either one.

b. SPACE PROBLEMS

With space problems being experienced by all libraries sooner or later,

[16]The Association of Research Libraries, p. V-22.

[17]Haas, p. 114.

there are some developments which help alleviate that crunch. One of these is the increasing purchase of microforms. These take up very little space and are relatively inexpensive. But, as mentioned earlier, they require additional equipment and often are not considered desirable by the patron. They would be more desirable if they could be checked out of the library and taken with the borrower. Of course, this would still necessitate the use of a machine to read the material. Such individual readers are on the market.

Another development is compact shelving. This involves the purchase of specially designed bookshelves on tracks which allow them to be rolled close together (actually touching, with no space in between to get at the books) and then pulled apart to gain access to the books. This allows more books to be shelved in less space. Of course, one can only "get at" the materials in one stack at any given time. No one can be searching for material on another stack at the same time. This would necessitate the institution of a "closed stacks" policy whereby only library staff could retrieve materials and patrons could not browse.

A third innovation being used by some libraries is the reciprocal sharing/savings plan. The "sharing" half of this agreement means that different libraries concentrate their purchasing in different areas and then share their resources by reciprocal borrowing privileges. This may mean that they can make fewer purchases, thus saving space and money. But, it may also mean that they save in only one of these areas. The "saving" half of this agreement is tied up with a new "last copy depository requirement" which is being considered. It says that if your library is the only one in your state which has the last copy of a particular book, you can't dis-

card it. Therefore, one library may agree to save a book so that another library can discard its copy, thereby creating more space for other purchases.

c. NEW EDITIONS OF THE DDC

For libraries which use the Dewey Decimal Classification there is a consideration that must be faced with each new edition of the DDC. The nineteenth edition was published this year. This has caused some librarians to wonder if they should reclassify books already in the library collection so that they match-up with the changes in the new edition. Most librarians, however, feel that it would be an expensive exercise (in time, money, and personnel) that doesn't warrant the attention. If a library has a good catalog (card or machine), the patrons can still locate the materials they need even if the divisions shift as the library implements each new edition.

d. AACR 2

Another new publication which will affect most libraries is the second edition of the Anglo-American Cataloging Rules (AACR2). These rules are the basis of cataloging and govern the description and entry of all library materials. Libraries which are members of OCLC have been mandated to use these rules for all cataloging effective January 1, 1980. (Other aspects of this development are discussed on p.63)

e. ONE OR SEVERAL FACILITIES?

A decision that faces all college campuses sooner or later is whether to store all resources in one facility or have them scattered around the campus in various collections (library, media center, language and music laboratories, etc.). There is a great advantage to the user in having

the materials in one central location because then he can be more easily made aware of all that is available. This is facilitated by the fact that all the materials will most likely have the same type of cataloging. But, administrators must evaluate the situation and see if, indeed, a scattered policy is more suitable.

f. THE LIBRARIAN'S ROLE, STATUS, AND REPRESENTATION

Library representation in university affairs is of major concern at many academic libraries. Some librarians do not even have academic status which would "provide an organizational tool to stimulate and facilitate [their] efforts...to make their activities directly relevant to the dynamic educational process."[18] The proportion of academic librarians with faculty status increased from 50 percent to 75 percent in the years between 1966 and 1975.

> As an academic, the librarian is expected to perform his or her work in terms of the future, as well as the past, to seek ways to further the state of the art of the profession, as well as his or her own job. In my experience, the performance expectations associated with academic status have extended our performance and have moved the profession toward a higher standard of excellence.[19]
>
> The mission of the academic library, which largely shapes the role of the academic librarian, is to contribute to the goals of the college or university of which it is a part and to the wider scholarly community. Those goals pertain to teaching, learning, research, and public service in some combination.[20]

For effective performance it is necessary that librarians be aware of the following changes:

[18] Abell, p. 156.

[19] Ibid., p. 158.

[20] Ibid., p. 159.

> (1) changes in higher education; (2) variations in management and governance; (3) changes in scholarly communication; (4) changes in technology; (5) changes in patterns and effectiveness of cooperation; (6) changes in disciplinary and individual scholarly interest; and (7) changes in the ways services and resources are provided.[21]

Today's librarian needs to possess the following three traits in order to handle these changes effectively: (1) environmental awareness; (2) initiative; and (3) critical analysis and evaluation of his or her efforts.

"A librarian's needs for continual updating are intense. Fortunately, opportunities abound. There are numerous workshops and stimulating articles in the librarians' professional literature and that of higher education and organizational behavior."[22] In addition, all other forms of professional growth opportunities which are available to faculty members should be options for librarians (e.g. sabbaticals and leaves of absence.)

The library is the catalyst of the university. Therefore, more management and decision making needs to be done by the librarians on a non-emergency basis. Librarians need many avenues through which to receive input from the academic community as well as appropriate channels through which to voice their own observations and recommendations about policies and directions in which the university as a whole is moving.

D. THE ENVIRONMENT OF HIGHER EDUCATION

The obvious issue of concern within the environment of higher education is the decline in the number of potential students. There simply will be fewer high school graduates in the next decade than there have been in the

[21]Abell, p. 161.

[22]Ibid., p. 163.

past decades. The economic factor is also an obvious concern, particularly for the private institutions like Taylor University where tuition and fees need to increase along with the general inflation of the country. These issues are certainly real concerns; however, the strength of Taylor University as a distinctively Christian liberal arts college should serve to offset them to some extent. It is the colleges who have maintained some distinct historical principle or concept who are having fewer problems today. (For example there are the men's colleges and women's colleges who did not go co-educational.) Taylor University's adherence to basic Christian principles will be the distinctive assuring its future student enrollment.

The American Assembly (of Columbia University), at its fifty-sixth meeting in March 1979, discussed "The Integrity of Higher Education." This group discussed the current environment of higher education in light of the two obvious issues mentioned above. They decided upon 32 specific recommendations which should allow higher education to "maintain its integrity." Excerpts from these recommendations which are of particular relevance to Taylor University are given below:

> 1. Institutions should state their goals explicitly and devise methods for periodic reporting of both their accomplishments and shortcomings...
>
> 2. Each academic institution should be explicit about the standards of ethical behavior expected of its trustees, administrators, faculty, staff, and students.
>
> 4. An institution should avoid spreading its resources too thinly.
>
> 7. ...colleges must be concerned with the declining quality of primary and secondary education. Required are...upgrading of entrance requirements and provision of appropriate remedial work for students admitted...
>
> 8. College credits should not be given for remedial programs.

13. Institutions must resist current pressure to distort general, liberal undergraduate education by the introduction of excessive vocationalism or professionalism.

14. ...liberal arts colleges should not claim to prepare students for a specific vocation.

15. Efforts should be made to counter premature specialization in undergraduate education. Exposure to more than one discipline, to multidisciplinary courses, to foreign languages, and international studies is of positive value in undergraduate education.

16. Each institution should provide resources to support the professional development of faculty, midcareer retraining of faculty, and retirement planning.

22. Colleges and universities should not misrepresent their course offerings, the job prospects for graduates,... their facilities, or other aspects of academic programs.

27. Methods of funding higher education should be found that foster pluralism by preserving the public and private educational system.

28. Although higher education is not exempt from laws passed to promote general social objectives...higher education must present to federal and state agencies its case for modification of regulations.

31. Whenever possible, government should entrust higher education with responsibility to regulate itself.[23]

E. PLANNING ASSUMPTIONS

The final step of the situational analysis was the establishment of planning assumptions. This was accomplished by each member of the study team reading all portions of the situational analysis and making comments about it. These comments were summarized into planning assumptions which reflect the content of each portion of the situational analysis.

[23] The Integrity of Higher Education; final report of the fifty-sixth American Assembly, March 29-April 1, 1979, Arden House, Harriman, New York. Englewood Cliffs, N.J., Prentice-Hall, Inc. 1979.

The planning assumptions are as follows:

1. Taylor University will continue as a Christian liberal arts college firmly committed to Evangelical Christianity.

2. The enrollment of students will remain basically constant at approximately 1,500.

3. The institution and the library will continue to seek and receive accreditation from appropriate agencies, such as the North Central Association of Colleges and Secondary Schools and the State Department of Public Instruction of Indiana.

4. The library will continue to have as its primary goal the support of the curriculum.

5. The library will continue to be considered an academic department and the librarians will continue to hold faculty status.

6. The space needs of the library continue to be desperate as obvious problems exist in every area and particularly as the library facilities are compared with college library standards.

7. The library will continue to attempt coordination of its activities with the Learning Resources Center, and other related resources on campus.

8. The library will continue its participation in networks and cooperatives.

9. The library is committed to investigating and applying new technology insofar as it contributes to the efficient/effective fulfillment of its mission.

10. The faculty will continue to hold primary responsibility for material selection.

11. The Ayres Collection will continue to be maintained as a part of the library, but separate from the institutional archives.

12. Bibliographic instruction will continue to be considered a vital service.

13. The library administration will continue to seek adequate professional, support, and student staff.

14. The library is committed to using the techniques, skills, and processes learned during the Small Library Planning Program and to implementing the results of the study.

Chapter III NEEDS ASSESSMENT

The charge to the needs assessment task force was drafted by the study team and is as follows:

> The task force on needs assessment of the library study team is charged with identifying areas where changes in the situation would improve library performance. (The situational analysis just completed was intended to provide an objective description of current circumstances.)
>
> The task force should address itself to four different areas: institutional policy, user needs, service delivery needs, and management.
>
> The report from this assessment should specify what is needed and indicate why those needs exist.

A. INSTITUTIONAL POLICY AND PLANNING NEEDS

The task force, assigned this section, first devised a questionnaire which was sent to all senior administrators and all department heads. This document asked only two questions: How the library affects and is affected by institutional policy, and recommendations for change. Only three of the few questionnaires returned contained answers to the questions. The plan which was finally used to accomplish this task was to hold personal interviews with the President, the Executive Vice President, the Vice President for Academic Affairs, and the Director of the Library. These interviews took place very successfully in a tone of positive and cooperative support. The needs in the area of institutional policy and planning were then compiled from the transcripts of the four interviews. Those needs are listed here.

1. The library needs a voice in the long-range planning of the institution (1 year, 3 year, 5 year, 10 year data, trends, etc.)
2. Particularly in curriculum decisions, the library staff needs a voice in policy changes.

3. A librarian in charge of collection development needs to become a member of the Educational Policies Committee to be able to give and receive information.

4. For long-range planning, the Director of the Library needs to attend appropriate sections of Administrative Cabinet meetings, and as the provision for this already exists, the Vice President for Academic Affairs should see that a librarian is invited.

5. The institution needs a central administrator of instructional resources (perhaps title of Information Resources Director, or, Director of Libraries) to act as coordinator/administrator.

6. The Dean of Instruction and the Director of the Library should be responsible for the coordination of the Library, LRC, Computer Center, etc., without additional personnel, under the ultimate responsibility of the Vice President for Academic Affairs.

7. The library needs better representation in institutional policy and planning by the Vice President for Academic Affairs.

8. The library staff needs to be informed about what is happening in institutional planning that affects the library.

9. There needs to be a formal system of communication about what happens to information provided by the library staff.

10. If new curricular programs need additional library funding in initial years, this consideration should always be made prior to final curricular decisions.

11. The library needs to be represented on the Student Life Committee to better obtain feedback about the Library and its services.

12. The Instructional Resources Committee needs to be more aggressive in obtaining student participation, in requesting that Educational Policies Committee review library holdings for curricular changes, and by asserting itself in affecting the budget process.

13. The Vice President for Academic Affairs needs more support from the Instructional Resources Committee in defending budget requests to the budget committees.

14. A decision needs to be made on the question of centralization vs. decentralization, physical facilities and administration.

15. There need to be at least quarterly meetings of the Director of the Library and the administration (the Vice President for Academic Affairs) in the library.

16. The monthly reports from the library to the Vice President for Academic Affairs need more information about the dreams and aspirations of the library, and the library's yearnings and desires need to be stressed.

17. The library needs feedback after the monthly report.

18. The library needs to prepare an annual report.

19. Special collections need appropriate housing.

B. USER NEEDS AND SERVICE DELIVERY NEEDS

These two task forces soon found their areas overlapping and made the decision to "combine forces."

1. QUESTIONNAIRES

Much of the effort of this task force was directed to the use of questionnaires, some of which was carried out by a class in basic systems. The use of the questionnaires proved quite effective. An "instructional resources survey" was used for both student and faculty opinions. (see pp. 76-8)

The Importance/Success survey was administered to the faculty and a random selection of students in the dining commons. It was felt by members of the study team that the selection of students in the dining commons, though reflecting a fair representation of the entire student body, did not separate the views of frequent users of the library from those who rarely entered. So a subsequent survey was taken in the library. Certain assumptions can be made from the results of these surveys.

Some questions show a significant difference between an area's importance and success to users. Based on a rating of relatively high importance and low success, the faculty survey indicates an unsatisfied need in the following areas: individual study stations, group study rooms, audio-visual

equipment, microform readers, and better access for the handicapped. The students surveyed in the library and the dining commons indicate these needs as not being satisfied: use of library for research purposes, tables and individual stations at which to study, group study rooms, and better access for the handicapped.

The items of greatest importance to the faculty are the need to borrow books and the use of the library for course and research purposes. All three of these areas show a corresponding high success rate. The students place the greatest importance on the use of the library for research purposes and the need for tables and individual study stations. All three of these appear in the preceding paragraph as rating poorly in success.

The question concerning the librarians' assistance shows a high level of success. This seems to indicate that faculty and students are satisfied with the help they receive from the librarians.

One difference between the faculty and the students surveyed in the library is in the area of audio-visual material and equipment, and microform readers and printers. The faculty places more importance on these than do the students. This may be the result of a lack of knowledge on the students' part as to what is available.

The results of this survey are given in chart form on the following three pages.

IMPORTANCE/SUCCESS SURVEY
Average Responses - Faculty

	0 . 1 . 2 . 3 . 4 . 5
Need to borrow books	----------
Need to borrow journals	----------
Need to borrow audio-visual material	----------
Need to use library for course purposes	----------
Need to use library for research purposes	----------
Need to use library for general purposes	----------
Need to locate simple facts	----------
Need to locate complex information	----------
Need librarians' assistance in obtaining books	----------
Need librarians' assistance in obtaining journal articles	----------
Need librarians' assistance in obtaining audio-visual materials	----------
Need librarians' assistance in obtaining material from other libraries	----------
Need librarians' assistance in obtaining simple facts	----------
Need librarians' assistance in obtaining complex information	----------
Need librarians' assistance in using the card catalog	----------
Need librarians' assistance in using journal indexes and other aids	----------
Need librarians' assistance in using facilities or equipment	----------
Need tables at which to study or work	----------
Need individual study stations	----------
Need group study rooms	----------
Need copy machines	----------
Need audio-visual equipment	----------
Need microform readers	----------
Need microform printers	----------
Need better access for the handicapped	----------
	0 . 1 . 2 . 3 . 4 . 5

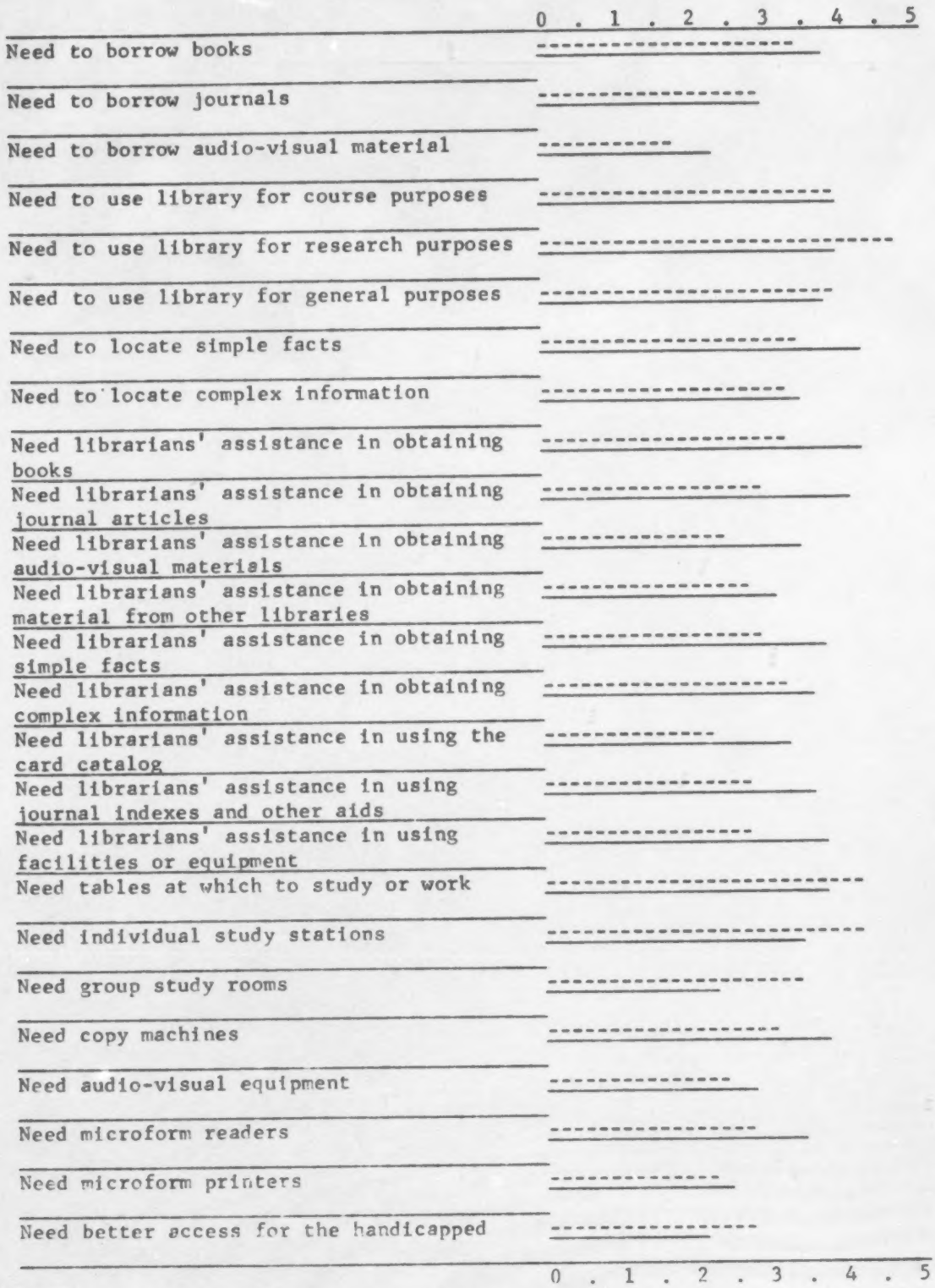
---------- importance _____ success

IMPORTANCE/SUCCESS SURVEY
Average Responses - Students (Dining Commons)

	0 . 1 . 2 . 3 . 4 . 5
Need to borrow books	----------
Need to borrow journals	----------
Need to borrow audio-visual material	----------
Need to use library for course purposes	----------
Need to use library for research purposes	----------
Need to use library for general purposes	----------
Need to locate simple facts	----------
Need to locate complex information	----------
Need librarians' assistance in obtaining books	----------
Need librarians' assistance in obtaining journal articles	----------
Need librarians' assistance in obtaining audio-visual materials	----------
Need librarians' assistance in obtaining material from other libraries	----------
Need librarians' assistance in obtaining simple facts	----------
Need librarians' assistance in obtaining complex information	----------
Need librarians' assistance in using the card catalog	----------
Need librarians' assistance in using journal indexes and other aids	----------
Need librarians' assistance in using facilities or equipment	----------
Need tables at which to study or work	----------
Need individual study stations	----------
Need group study rooms	----------
Need copy machines	----------
Need audio-visual equipment	----------
Need microform readers	----------
Need microform printers	----------
Need better access for the handicapped	----------
	0 . 1 . 2 . 3 . 4 . 5

---------- importance _____ success

IMPORTANCE/SUCCESS SURVEY
Average Responses - Students (Library)


0 . 1 . 2 . 3 . 4 . 5
Need to borrow books
Need to borrow journals
Need to borrow audio-visual material
Need to use library for course purposes
Need to use library for research purposes
Need to use library for general purposes
Need to locate simple facts
Need to locate complex information
Need librarians' assistance in obtaining books
Need librarians' assistance in obtaining journal articles
Need librarians' assistance in obtaining audio-visual materials
Need librarians' assistance in obtaining material from other libraries
Need librarians' assistance in obtaining simple facts
Need librarians' assistance in obtaining complex information
Need librarians' assistance in using the card catalog
Need librarians' assistance in using journal indexes and other aids
Need librarians' assistance in using facilities or equipment
Need tables at which to study or work
Need individual study stations
Need group study rooms
Need copy machines
Need audio-visual equipment
Need microform readers
Need microform printers
Need better access for the handicapped
0 . 1 . 2 . 3 . 4 . 5
---------- importance ———— success

A second questionnaire was used for faculty members which requested ideas and suggestions for improving library services now and in the future. (see pp. 79 a & b)

The results of this questionnaire are summarized in the list of needs on pages 84-5.

2. LIBRARY STAFF PROFESSIONAL JUDGMENT

Several other areas of need were compiled by the library staff as related to user and service delivery needs. They are described as follows.

a. BUILDING MAINTENANCE

The approach to the Library is marred by the crumbling condition of the concrete porch floor. Even though the Director of the Library has sent repeated requests to correct this condition, only minor patching has been done. The fact that a new library is in the planning stages may be the excuse for neglecting this problem; but since planning and construction will take a great amount of time, something should be done now to correct this situation.

b. CIRCULATION AREA

In the approximately 741 square feet (39' x 19') circulation area all checking out and returning of materials take place; all reserve books are shelved and checked in and out; most of the periodical and newspaper indexes are shelved and generally used in the same area; there is a six foot display case; the current newspapers are displayed along with two lounge chairs; there are six three foot sections of card catalog; and all the library patrons must pass to the Reference Room, the Periodical Room, and the stacks.

The library self-study is designed to examine and strengthen the role of the library and related resources in the instructional process at Taylor. The purpose of this questionnaire is to get your input as faculty members in the area of user needs and library service responsibilities. Please answer as many of the questions as you feel pertain to your knowledge of the situation and return questionnaire by Dec. 20 to Lois Weed at the library.

1. Have you observed special features in other academic libraries that would be helpful to Taylor in a proposed library building project?

2. Have you any other ideas that would increase the effectiveness of library service in the future?

3. Is there a need to centralize and consolidate listening resources such as music and language, or should they remain within the individual depts.?

4. How could the library, Learning Resources Center, Learning Skills Center, and Computing Center cooperate more closely to improve their services?

5. Are there recent developments in technology that will affect your department's needs as related to library materials and equipment?

6. Archives and special collections are currently housed in the library. Should space be provided for them in the proposed library or should they be housed in some other facility?

More shelf space is needed for the periodical indexes, and tables and chairs are needed close by. Also, the reserve shelving space is very limited. There should be high tables and stools adjacent to the card catalog, but instead the main flow of traffic to and from the Periodical Room passes between the two sections of the catalog.

Too many functions are crowded together in too small an area for any of them to work very well.

c. STACKS

The situation in the stacks is one in which the need for expansion is most obvious. Every available space for shelving has been used, and still more shelving space is needed. The aisles between the study carrels and the ends of the stacks are too narrow, and in some cases the aisles between the stacks are too narrow. The shelvers have difficulty in returning books to the shelf; many times moving books on several shelves is necessary to finally shelve a book. In some instances books are simply placed horizontally above the spot where they actually belong. With approximately 3500 new books per year being received, it is very difficult to imagine where these books will be shelved in the future if something is not done soon.

d. PERSONNEL

In the Circulation Area with student staff changing every hour or two, the lack of continuity creates many problems. Many of these are brought about by information not being passed on from one staff member to another. The Circulation Librarian or Reference Librarian is not always available to come to the Circulation Desk when the student staff is changing.

Scheduling of workers for longer blocks of time would make for more efficient operation, but this is almost impossible when working with student schedules. The possibility of hiring a full-time clerical worker as a replacement for part of the student workers would seem to be a logical solution in the future.

In the offices of the Reference and Circulation librarians the addition of a full-time clerical worker would release time for the librarians to perform more professional tasks. Answering the telephone, typing periodical subscription orders, processing interlibrary loans, and many other types of clerical work consume a great amount of time that could be spent more wisely. Although student workers have been available a few hours per day, a full-time clerical worker would provide the continuity needed in this situation.

e. CIRCULATION

There has been a decrease in circulation over the past several years. The Circulation Librarian prepared a report of faculty and student circulation statistics from the past three years to determine in what subject areas the decrease has occurred. One area of decrease in the faculty report was that of science. The reason for that decrease may have been the way in which circulation was reported for the books checked out to the Science Reading Room on long-term loan. Therefore, a change in reporting circulation for these books may be needed.

No definite conclusions have been reached, but the report is still under consideration.

f. ACCESS FOR THE HANDICAPPED

As has been pointed out in the Library Profile, the Library is almost totally inaccessible for the handicapped student. Since the Library is built on many different levels with stairs leading to those levels, it is extremely difficult for handicapped students to move from one area to another. Even though the staff is willing to help the students to locate and even bring the library materials to them, the situation is not a good one and adds frustration to the student.

The Library Staff felt that one small area in which the handicapped could be aided would be the addition of handrails over the steps leading to the Periodical Room and the Reference Room. The Director has recommended this addition several times, but no handrails have been installed.

In planning a new building handicapped students and their special needs should be given careful consideration.

g. MICROFORM AREAS

With five pieces of microform equipment, six microfilm cabinets, three study carrels and chairs, and a small table all crowded together in a 153 sq. ft. area in the southwest corner of the main floor stacks, a library patron can hardly be blamed for hesitating to use microforms in the Taylor Library. It is almost impossible for all the microform readers to be used at the same time because of space difficulties. No space is available for adding microfilm cabinets. Although there is sufficient storage space for the present, this condition will not be long lasting. Anyone visiting this area at a high usage time

can easily see the need for additional space.

h. WEEDING

Weeding of books should be given careful consideration as a partial solution to the space problem. A major effort will need to be made.

In the past there have been attempts to encourage the faculty to help in the de-selection process of their discipline. Their help should be requested again; but if help is not forthcoming, then the library staff will need to do the weeding themselves. This weeding will not bring about a permanent solution to the shelving space problem, but it should ease the situation for the present.

i. SECURITY

The Library Staff feels a definite need for the installation of a security system in order to have library materials available for users at the time needed. The increasing problem of trying to locate materials for users has brought to light the large number of books and bound periodicals being taken illegally.

Even though the installation of a security system in the present building may not be possible, it should be included in the planning of a new building.

j. OCLC TERMINAL PRINTER

If a printer were attached to the OCLC terminal, the interlibrary loan process would become a more efficient one. At the present time information must be copied by hand from the screen to search incoming requests. After outgoing requests are entered on the terminal, infor-

mation must be copied by hand as a record of the order. The capability for printing a copy of this information would speed up these processes tremendously.

The advantages of a printer in the technical services area have been described in the management portion of this study.

3. SUMMARY OF NEEDS

In compiling the list of needs, the task force felt the need for a division between "new building issues" and "current issues." That division is shown in the following list of service delivery and user needs.

a. NEW BUILDING ISSUES

(1). Adequate space for all functions

(2). Electronic security system

(3). Centralized catalog of all materials in Library and LRC

(4). Centralization of all facilities (Library and LRC)

(5). On-line access to catalog

(6). Access for the handicapped

(7). Computer system of information retrieval among centers

(8). Additional copy machines

b. CURRENT ISSUES

(1). At least one more professional librarian and two more full-time clerical workers

(2). Dry-process microform reader-printer

(3). OCLC printer

(4). Weeding

(5). Coordination of hours among all learning centers

(6). Handbook describing all of the centers

(7). Rearrangement of circulation areas

(8). Research reason behind drop in circulation

(9). Access to data bases such as N.Y. Times and Lockheed

(10). Maintenance needs (porch, handrails, etc.)

(11). Book drops at dorms

(12). Regular meetings to promote cooperation among directors of all centers

(13). Convert from Dewey to LC

C. MANAGEMENT NEEDS

In order to study the management domain the task force members held personal interviews with the professional staff, Assistant to the Librarian and Clerical Assistant in Technical Processing. The questions included those suggested in "An Assisted Self-Study Manual for College Libraries," pp. VI-37-42, along with any additional information which staff members wished to share. The task force members prepared a questionnaire and submitted it to the student staff. (see also p. 85a)

1. LEADERSHIP AND SUPERVISION

There is general agreement that a good working relationship exists among library employees. While the Director assumes a leadership role and can assert herself when needed, the general pattern of daily operation is informal.

The extensive period of time which current staff members have worked together accounts for their knowledge of individual responsibilities.

MANAGEMENT QUESTIONNAIRE CONCERNING THE TAYLOR UNIVERSITY LIBRARY

Name:

Library Responsibilities:

Immediate Supervisor:

Experience: Ayres Library: (Years and months)

Other Libraries: (Years and months)
Name and location:

Does your Library Supervisor maintain a work situation that recognizes your needs as an employee?

Do student workers generally have sufficient information to meet the needs of patrons?

Would additional sources of information from Librarians, or training, be helpful? Explain:

Do you have suggestions for the improvement of your position?

Do you have suggestions for the improved operation of the Library?

(Feel free to extend your answers to the back of this sheet)

The years of service in the Taylor Library by each are Director 32, Circulation Librarian 27, Reference Librarian 8, Catalog Librarian 7. The Bibliographic Searcher has served 14 years on a part-time basis.

The position which has experienced the greatest change in personnel is Assistant to the Librarian. When the position was most recently filled during the fall of 1979, she became the fourth person to hold it in four years. This position should have a higher rating than 3.

Student experience varies from 3 1/2 years to 1 term.

a. SELECTION OF STAFF

The selection of library staff varies according to the position. Applicants for the full-time positions which bear faculty status are interviewed by a committee appointed by the Vice President for Academic Affairs. The Assistant to the Librarian is hired through established procedure for campus secretaries, including an interview by the Director. Students are selected by the Director upon referral from the Office of Financial Aid. Preference is given to students who qualify for the Work Study Program.

b. TRAINING OF STAFF

Training of personnel is on the job. The professional training of full-time persons provides background which is adapted to the situation within the Taylor University Library. The long-term service of current full-time staff, except for the Assistant to the Librarian, places them well beyond the training stage.

Students work under the supervision of this staff and receive training in specific areas such as cataloging, bibliographic search, periodical ser-

vices etc., from one immediate supervisor. Those students working at the main desk may have different supervisors as shifts change, but they retain responsibility for specific duties. Students who work the desk should be trained to use the microform equipment.

Training occurs on an informal daily basis. The slide presentation, prepared by the Reference Librarian, provides an orientation to the library, and should be shown to all members of the student staff.

Students who responded to the questionnaire seem pleased with their supervisors and complimentary of the working climate, while mentioning the difficulties of working in limited space.

c. EVALUATION OF STAFF

The evaluation of supervisory staff occurs when the person is considered for faculty tenure. Evaluation of students occurs in discussions between the Director and supervisor. On occasion the work of a specific student is discussed by the Library staff. The Office of Financial Aid may request an evaluation of any, or all student employees. There is not a great deal of changing positions among student staff within the library, based upon skills, personality and experience. So evaluation does not play a role in this regard.

2. COMMUNICATION WITHIN THE LIBRARY

Since the staff is not large, communication is simplified. Monthly meetings and many informal discussions regarding specific matters is the pattern of communication.

A recent significant improvement is provision for the transfer of tele-

phone calls to various offices and an intercom system.

The Director confers with staff members regarding books which should be purchased in addition to titles submitted by teachers. In book acquisition and processing involving the Director, her Assistant, the Bibliographic Searcher and the Catalog Librarian, there is a flow of the operation by which each person is reliant upon others for timely processing.

The Catalog, Circulation, and Reference Librarians use the OCLC terminal. OCLC is developing and testing an Acquisitions Subsystem at the present time. Whenever it becomes operational, the Bibliographic Searcher will be trained in usage of the terminal and system by INCOLSA staff. Additional terminals will be needed as more services and personnel require more time.

Student staff members appreciate the diligence of their supervisors and their extensive knowledge.

3. DECISION MAKING PROCESS

Coordination of instructional resources for the campus is carried on by the Instructional Resources Committee. The failure of student representatives to attend committee meetings means they fail to have an active voice in such matters.

Major library decisions are made at monthly staff meetings. The Circulation, Reference, and Catalog Librarians make decisions regarding their domains. These are relayed to other persons verbally and by notes. Some practices are well established, such as the period for borrowing books.

A document which defines library goals and plans is the "Ayres-Alumni Memorial Library Evaluation/Audit Self Study" of 1977, which includes

library objectives and an outlook to the future. Subsequent recommendations were provided by the Report of the Consulting Team for the Evaluation/Audit in 1978.

4. LIBRARY OPERATING POLICIES

Operating policies which deal with day-to-day programs which help to coordinate and facilitate activities have some basis in two documents. The "Manual for Student Assistants [in] Ayres Alumni Memorial Library" has existed for many years. It contains pencil revisions which show how procedures have changed. A great deal can be learned from the document, but an update is needed.

The "Technical Service Manual" contains revisions. It does not describe the entire procedure for cataloging as it exists since the OCLC terminal has been placed in operation. It is still useful to a large degree. A few revisions and added pages relating to the OCLC terminal will bring it up-to-date. Much of the instruction for new staff in technical services is oral.

In regard to detailed job descriptions which would more specifically define the responsibilities of each staff member, there is no great need for this currently, with the present personnel and the informal procedure of operation.

5. WORKING AND REPORTING RELATIONSHIPS

Because of limited space, the staff is forced to work close together. There are few differences among the staff regarding policy and operating procedures. However, there are personality differences. The few conflicts which occur are usually talked out. There seem to be no major unresolved conflicts at the present. Attitudes are positive and a sense of mutual

sharing, friendliness and appreciation for fellow workers is evident.

6. BUDGET

Budgets are prepared annually by the Director of the Library and approved by the Controller and Vice President for Academic Affairs.

The book budgets are allocated by the library staff, keeping in mind new majors and increasing student enrollments. Although book budgets remained stable in the early 1970s, they have been raised annually at approximately 4 % since the mid 1970s. Teachers can check their expenditures at any time and they receive periodic statements of their expenditures and allocation balances. There has been good participation by faculty members in placing book orders. The weeding of books from the shelves by teachers is needed to make room for new purchases.

Binding and periodical expenses are worked out by the Periodicals Librarian and the bindery in advance of budget preparation. Since 1978 the bindery has increased their prices by 6 % each year, but has delayed passing on this price increase to Taylor during the first six months of each year.

A manual relating to budgeting would be useful, as it would be of value to both faculty and librarians.

It is pointed out in the situational analysis, under Resources and Expenditures, page 28, that the ratio of total library expenditures to the total educational and general expenditures for Taylor University in 1978-79 was 3.7 % . There is a recommendation that this ratio should be 5 to 6 % in "Standards for College Libraries," in

College and Research Library News, No. 9 (October, 1975), page 279.

7. EQUIPMENT NEEDS

a. MICROFORM READER/PRINTER

There are current equipment needs with budget implications. In this period when microform is in greater use and provides compact storage, a Dry-Process Reader-Printer would be of great value. It costs approximately $4,000.

b. OCLC PRINTER

A printer for the OCLC terminal would free the Catalog Librarian for other duties in her office. At the present she must edit on the screen. However, with a printer she could edit on the printouts and student staff could operate the printer. It is a "rough estimate" that there would be a time saving of two days per week for her, if a printer is obtained. A printer would also greatly simplify the task of the Circulation Librarian in the Interlibrary Loan process by saving time and effort and by improving record keeping. Also the need for a printer would undoubtedly increase with participation in additional subsystems, especially the Acquisitions System which may be available in the fall of 1980. The cost of the GE Terminet printer is approximately $3,200.

8. SUMMARY OF NEEDS

a. Upgrade rating of Assistant to the Librarian.

b. Update manual for student assistants.

c. Develop a written weeding policy.

d. Request weeding help from faculty.

e. Consider storage policy.

f. Purchase dry-process microform reader-printer.

g. Purchase OCLC printer.

h. Increase library expenditures to 6% of total institutional budget.

i. Add clerical worker (full-time) in circulation/reference.

j. Attack bookkeeping policy in business office concerning library gifts.

k. Develop manual relating to budget and book selection.

l. Train desk attendants in operation of microform equipment.

m. Provide orientation session for all student staff.

n. Update manual in technical services.

o. Adopt new OCLC sub-systems as they become available.

p. Plan for more OCLC terminals.

q. Consider replacing periodicals with microform rather than binding them.

r. Purchase additional microform readers.

s. Provide conducive atmosphere for work (i.e. space).

t. Provide written evaluation of student staff periodically.

u. Develop conflict resolution process if (when) needed - fostering atmosphere for free expression of differing opinions, etc. (university wide).

v. Rearrange process or staff in acquisitions/bibliographic searching/cataloging.

w. Encourage more involvement of students in Instructional Resources Committee.

D. REPORT OF A CONSULTANT

As a further method of determining the overall needs of the library, a consultant was engaged. The study team chose Mr. Paul Snezek, Director of

the Wheaton College Library in Wheaton, Illinois, as the consultant. Mr. Snezek was chosen for several reasons, the foremost of which was the very positive impression several members of the study team had received of Mr. Snezek and the library situation at Wheaton College when these members visited the Wheaton College library as part of the Library Renovation Committee in December of 1978. Certainly another important reason for the selection of Mr. Snezek is the great similiarity that exists between Wheaton College and Taylor University in the way of history and mission within the evangelical Christian community, and in the composition of the faculties and student bodies.

Much discussion of Mr. Snezek's report took place in the meetings of the study team, and several needs were added to our list and others were clarified. The entire report is presented in Appendix B.

E. SUMMARY OF NEEDS ASSESSMENT

A total list of 55 separate needs had been presented to the study team by the various task forces. Each member of the study team was asked to rank each of the needs either "A", "B", "C", or "D" with "A" representing the most desirable and practical and "D" representing the least desirable or most impractical. This large list was reduced to a list of 27 needs by taking all of the items that had received from 10 to 7 rankings of "A" plus all of the items whose total of "A" and "B" rankings were 10 or more. (Ten individuals had done the ranking.) These 27 needs were then arranged by "current" or "future," and by "internal" or "external."

1. CURRENT ISSUES

a. INTERNAL

(1.) Need to upgrade rating of assistant.
(2.) Need to acquire OCLC printer.
(3.) Need additional staff.
(4.) Need to acquire dry-process micro-form reader-printer.
(5.) Need to do weeding.
(6.) Need to make annual report.

b. EXTERNAL

(1.) Need library input into planning (E.P.C. and Administrative Cabinet.)
(2.) Library needs to be informed about institutional planning.
(3.) Instructional Resources Committee needs to be strengthened.
(4.) Decision needed regarding centralization of physical facilities and administration.
(5.) Need to investigate percentage of expenditures for total instructional resources on campus.
(6.) Need to investigate bookkeeping system for library gifts.
(7.) Instructional Resources Committee should supply more information to Vice President for Academic Affairs regarding budget requests.
(8.) Administration needs to meet regularly in the library with the Director of the Library.
(9.) Library needs feedback from reports made by the library.

2. FUTURE ISSUES

a. INTERNAL

(1.) Need to adopt OCLC subsystems.
(2.) Need adequate space for conducive work atmosphere.
(3.) Need additional staff.
(4.) Need electronic security system.
(5.) Need to provide access for the handicapped.
(6.) Need centralized catalog.
(7.) Need more OCLC terminals.
(8.) Need on-line access to the catalog.
(9.) Need additional photocopy machines.

b. EXTERNAL

(1.) Need library input into planning (E.P.C. and Administrative Cabinet).
(2.) Library needs to be informed about institutional planning.
(3.) Need to plan for housing special collections.

Chapter IV ACTION PLANNING

Near the start of the action-planning stage of the project, the study team decided that although the break-down into internal and external had served the purpose of bringing the issues into focus, this division would be abandoned because study team members would need to work on issues in both internal and external.

The library staff took the list of 27 needs from the needs assessment and grouped them under 9 more general headings. This list was further reduced to 7, and the action plans are given here.

A. ACTION PLAN TO PREPARE FOR IMPLEMENTATION OF AACR2

1. RATIONALE

   As LC on whom we depend for authority in cataloging will adopt AACR2 in January 1981, we must decide how this will affect our catalog.

2. WHAT ACTION

   a. Review the literature by searching Library Literature under AACR2 as subject.

   b. Keep close contact with INCOLSA and OCLC as to their implementation and plan to act accordingly.

   c. Adopt all changes and make cross references until retrospective cataloging provides a logical point for changing old records to AACR2.

3. BY WHOM

   a. Catalog librarian
   b. Director of the Library

4. TIME FRAME

   a. Search of literature accomplished in March 1980, and study of literature to be done June 1980.

   b. Contact with INCOLSA and OCLC will be continual

   c. Adopt changes in 1981 or as they develop

B. ACTION PLAN FOR BUILDING PROGRAM RECOMMENDATIONS

1. RATIONALE

a. As the Board of Trustees has now decided to build a new library building, plans for that building need to be made.

b. Input is necessary from those to be using the facility in addition to input from administrators.

2. WHAT ACTION?

a. Write building program for facility including all instructional resources.

b. Write building program for a facility which includes portions of the instructional resources.

3. BY WHOM?

a. Director of Library
b. Library staff
c. Personnel of instructional resource centers
d. Representatives from library study team
e. Representatives from faculty
f. Representatives from student body.

4. TIME FRAME

a. Write building program for a facility which includes portions of instructional resources by September 1980.

b. Write building program for a facility including all instructional resources by December 1980 for possible presentation at January 1981 Board Meeting.

c. Be ready on a few weeks' notice anytime within the next five years to present an up-to-date building program.

C. ACTION PLAN FOR A CENTRALIZED CATALOG

1. RATIONALE

a. Provide one source for listing print and nonprint material in one location

b. Provide one style catalog card for campus use

c. Provide a card catalog system for resource centers on campus that do not currently have a card catalog

d. Prevent unnecessary duplication of materials on campus

2. WHAT ACTION?

a. Find out the number of entries on campus that are not a part of the library catalog--Career Development, Instructional Resources Center, Learning Skills Center, Music Lab, Computer Center

b. Calculate total cost of the cards and terminal entry fee per entry

c. Figure professional time in processing (cataloging) each entry

d. Secure enough space in the present library to house additional catalogs

e. Secure cost and size of additional card catalog furniture

f. Find out what monies (salaries) are currently being used to catalog in resource centers and subtract this amount from the total

g. Figure yearly upkeep by asking the number of new entries per year per area, figure cost of labor, etc. (per entry)

3. BY WHOM?

a. Director of the Library
b. Catalog Librarian
c. Additional library staff members
d. Director of the L.R.C. or person appointed by the Director
e. Director of the Learning Skills Center

4. TIME FRAME

a. Action described above to be accomplished by Fall 1980
b. More specific planning during 1980/81 school year
c. Actual central cataloging might begin Fall 1981 if feasibility is proven

D. ACTION PLAN FOR PERSONNEL

1. UPGRADE RATING OF "ASSISTANT TO THE LIBRARIAN"

a. RATIONALE

(1.) The responsibility and kind of work done by this person calls for a higher rank on the schedule of office employees

(2.) Continuity of staff should be provided in order to relieve necessity of new staff being trained so often by Director

b. WHAT ACTION?

(1.) Re-write the job description
(2.) Present re-written job description to Staff Review Committee and/or to Vice President for Academic Affairs

c. BY WHOM?

Director of Library and Study Team Committee Members

d. TIME FRAME

(1.) Job description re-written my May 15, 1980
(2.) Presentation of re-written job description by May 30, 1980

2. FULL-TIME CLERICAL STAFF MEMBER FOR CIRCULATION AND REFERENCE OFFICE

a. RATIONALE

(1.) Free professional staff for professional work, which includes the following:

(a.) Reference work with students and faculty
(b.) Preparation of bibliographies
(c.) Examination of reference materials
(aa.) New acquisitions
(bb.) Collection development
(d.) Continuous weeding of collection
(e.) Public relations by personal contact and by telephone

(2.) Provide uninterrupted office hours for professional staff:

(a.) To carry out professional duties
(b.) To survey library literature as it arrives
(c.) To pursue activities and study for professional growth

(3.) Provide continuity of work done by clerical staff

b. WHAT ACTION?

(1.) Write job description for clerical staff person
(2.) Present to the Administration (Vice President for Academic Affairs and/or Director of Service Operations)

c. BY WHOM?

Committee consisting of: Director of Library, Circulation Librarian, Director of Learning Skills Center, Reference Librarian

d. TIME FRAME

(1.) Committee will write job description by June 30, 1980
(2.) Director of Library will present to the Administration by September 30, 1980, for implementation Fall 1981

3. ADDITIONAL FULL-TIME PROFESSIONAL LIBRARIAN

a. RATIONALE

(1.) To assist in reference and periodical work and supervise collection development
(2.) To comply with ACRL Standards

b. WHAT ACTION?

(1.) Write job description
(2.) Present to Vice President for Academic Affairs

c. BY WHOM?

Director of Library with Library Staff

d. TIME FRAME

(1.) Job description written by September 30, 1980
(2.) Presentation of job description by October 15, 1980

E. ACTION PLAN FOR WEEDING

1. RATIONALE

a. Present conditions in the library necessitate drastic weeding to provide space for current acquisitions

b. Rid the shelves of outdated and unused materials so that patrons may readily avail themselves of the most current information

c. Removal of some of the older unsightly volumes would give the naive user a more accurate impression of the relevancy of the resources

2. WHAT ACTION?

a. Survey the literature for policies and procedures for weeding

b. Contact other college librarians to study their policies and procedures for weeding.

c. Write a weeding policy for the Taylor library

d. Utilize the policy on a continuous basis

3. BY WHOM?

a. Circulation Librarian will survey the literature and contact other libraries

b. Library staff and faculty representatives will write a weeding policy

c. Library staff and faculty will utilize the policy

4. TIME FRAME

a. Circulation Librarian will survey the literature and contact other libraries by April 18, 1980

b. Library staff and faculty representatives will write a weeding policy by September 1980.

c. Library staff and faculty will utilize the policy on a continuous basis.

F. ACTION PLAN FOR INVESTIGATION OF RATIO OF LIBRARY EXPENDITURES TO TOTAL EDUCATION EXPENDITURES

1. RATIONALE

a. This ratio at Taylor University as it has been reported in the past is below the recommended ratio

b. The method used for reporting may need to be changed

c. An increase in the ratio may be called for

2. WHAT ACTION?

a. The decision needs to be made as to how this ratio will be reported

b. Feasibility of increase in the ratio needs to be investigated

3. BY WHOM?

a. Vice President for Academic Affairs needs to make the decision concerning reporting

b. Director of Library and various administrative officers need to study an increase in expenditures

4. TIME FRAME

a. Vice President for Academic Affairs decided to change the method of reporting the ratio in a memo dated February 29, 1980

b. Director of Library and the Controller will change the method of reporting at the time of the next report

c. Discussions concerning an increase in expenditures will take place by December 1980.

G. ACTION PLAN TO IMPROVE COMMUNICATION

1. RATIONALE

a. Communication needs to be improved concerning new buildings and the resources to be included in each.

b. Communication needs to be improved between the library and administrative organizations to provide better service in daily activities.

c. Communication needs to be improved between the library and groups planning curricular changes to allow appropriate developments in library services.

2. WHAT ACTION?

a. Recommend to the administration that there be cross-representation on the planning groups for a new library building and a new fine arts facility from the time the planning groups are formed.

b. Recommend the following:

(1) Implementation of the existing plan for invitation of a library representative to attend Administrative Cabinet meetings

(2) Representation on the Educational Policies Committee

3. BY WHOM?

   a. Recommendation 2.a. should be sent by the Director of the Library to the Executive Vice-President and the Vice President for Academic Affairs

   b. Recommendation 2.b. (1) & (2) should be sent by the Director of the Library to the Vice President for Academic Affairs

4. TIME FRAME

   Recommendations 3 a and b should be submitted by June 30, 1980, suggesting implementation during the academic year of 1980-81

H. ACTION PLAN TO REVIEW THE PROJECT

1. RATIONALE

   Assessment must be made of the project's results to determine the accomplishment of the recommended actions

2. WHAT ACTION?

   a. To identify recommendations that:
      (1) have been fulfilled
      (2) are being completed
      (3) are in abeyance and why
         (aa) suggest modifications
         (bb) suggest other approaches to achieve same results
   b. To document the findings of the review
   c. To issue a progress report outlining achievements and suggesting further steps

3. BY WHOM?

   Study team should be reconvened to perform the review

4. TIME FRAME

   a. Reconvene study team April 1, 1981
   b. Issue report of findings by May 30, 1981

Suggested chart for documenting the findings is on the following page.

REVIEW OF PROJECT

ACTION PLAN COMPLETED	ACTION PLAN INCOMPLETE	WHY INCOMPLETE	MODIFICATIONS	CONCLUSIONS

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DATE: September 20, 1979

TO: Alice Holcombe, Chairman
David Dickey
Janet Loy
Dwight Mikkelson
Roger Roth
Lavon Shigley
Lois Weed

FROM: Robert D. Pitts

SUBJECT: Appointment of Library Study Team

Taylor University has been awarded a grant of $5,000 from the Association of Research Libraries to engage in an indepth analysis of the Ayres-Alumni Memorial Library. The purpose of this project is to conduct a systematic and comprehensive self-study directed toward achieving long-term improvement in the library and its services. If a new or remodeled library is to be developed in the foreseeable future, what should it be like? What should the extent of its functions be?

I am writing this memorandum to confirm your appointment to serve on the study team which will engage itself in this analysis and to outline a charge to the team regarding its role. Your participation will be beneficial to the entire campus community and gratifying to both Miss Holcombe and to me.

As a study team you will find the enclosed study manual a very helpful tool. By following many of the steps outlined in it, you will be guided to assemble the important data, to ask the necessary questions, and, using those data, to recommend a course of action appropriate to Taylor University.

Among other things you will want to concern yourselves with are the following kinds of questions.

1. What services should the small college library provide in the future.

2. What resources and new technologies will be needed?

3. Which of the above services and resources does the Taylor Library now have or will it need?

4. How do the above listed services and resources affect the plans for a new building facility?

5. How will staff needs be affected? By changing work patterns, time efficiency, etc.

Memo to Library Study Team
Page Two
September 20, 1979

6. *How do the instructional support services of the institution and the Library interrelate?*

Some existing materials Miss Holcombe will make available to your committee, in addition to the normal types of data she regularly maintains, are the "evaluation-audit" completed two years ago and the physical needs analysis developed last year in anticipation of building additional library space. Additionally, I want to make myself and the resources of my office available to you as you progress through your study.

This will be an intensive exercise. The grant will provide funds for the extra expenses incurred for communications, part-time assistance, duplicating and printing, travel related to the study, and costs of conducting surveys. Please proceed with a target date of April 4, 1980 for completion of your study. By that date you should submit detailed recommendations relating to the numerous facets of your inquiry.

I know how convinced each of you is of the centrality of the library in the life of any vital, academic community. Therefore, I am excited about the possibilities your involvement in this task has both for the University and for yourself as a scholar.

bjm

cc: Milo A. Rediger

Appendix A

SMALL LIBRARY PLANNING PROGRAM

Charge To The Study Team

The purpose of this study team is to conduct a systematic and comprehensive self-study directed toward achieving long-term improvement in the library and its services. During this process it will seek to identify needed changes, clarify problems, recognize opportunities, and design specific plans of action to improve operations and services.

Of particular importance for investigation and study are the following topics:

What services should the small college library provide in the future?

What resources and new technologies will be needed?

Which of the above services and resources does the Taylor Library now have or will it need?

How do the above listed services and resources affect the plans for a new building facility?

How will staff needs be affected? By changing work patterns, time efficiency, etc.

How do the instructional support services of the institution and the Library inter-relate?

APPENDIX B

RECONNAISSANCE

TAYLOR UNIVERSITY
LIBRARY

PREPARED BY:
Paul Snezek
January 1980

INTRODUCTION

My perception of Taylor University is one of academic stature and Christian orientation. My brief visit, providing personal observation and the written material that was given, confirmed my perception. I also observed a good "esprit de corps" on the campus. These factors are of great assistance to a Library as it projects itself into the future. They lend themselves to the development of superior learning resources.

The Library faculty evidence good professional expertise. They have an evident desire to develop an outstanding resource through which they can serve both faculty and students. Adequate support must be forthcoming if they are to accomplish this.

In the following material I have endeavored to give my observations and recommendations for change. In doing this I realize that every library environment is different. The following is based on my perception of your environment and they may be different from how you perceive yourself.

There are five areas of discussion--Administrative Services, Public Services, Technical Services, Special Services, and Conclusion. Each section is prefaced with a listing of my recommendation in general terms. For more discussion and precise recommendation the following material should be checked.

Administrative Services

I.1. Goals -- A library on an academic campus does not exist by itself. It is a part of a larger entity. The goals of a library set forth how it functions within the institution. The goals of the Library should be tied in with the mission statement of the University. They should reflect the University's attempt to integrate faith and learning and the culture within which we live. The goals should also reflect the basic fact that after the faculty the Library is the primary resource instrument on the campus.

More precisely the goals statement should be incased in more specific and measurable terms. The goals as they are presented could be applied to any library on any campus. Taylor University is unique so should the goals of its Library be unique.

I.2. Organization -- At the present time the learning resources on the campus suffers from significant fragmentation both in physical location and administrative duplication. In my visit the following were identified -- the Library, Learning Resource Center, Textbook Library, Science Library, Archives-Special Collection, Music Library, and Language Laboratory. Serious consideration should be given to rectifying this situation before plans are developed for a new building.

There are some positive results in such fragmentation. The physical location of some of the resources is more convenient to some. Also with the present lack of space in the Library and other faculties, it is more convenient to locate the resources elsewhere on campus. Both of the above only address themselves to the minimal positive benefits of physical location and not to administrative duplication.

There are also some negative results in the fragmentation of resources. Some of these are duplication of services, staff, and resources. Also uncoordinated organization of materials adding to the confusion of the user. Possibly the greatest negative factor is the propensity to develop little enclaves not subject to the over-all campus needs. This could result in the miss-application of funds to basic low priority areas. It also is not conducive to proper interchange between those having primary administrative responsibilities.

It is suggested that the administration of the University address this problem as quickly as possible. An organizational structure should be developed that will include most of the above if not all. This would then provide for proper budget control, staff development, unified services, and long-range planning. This is a strategic time to make such a move since you are in the beginning stages of developing a new facility that could include most, if not all, of the resources. This would benefit all the users not just a few.

I.3. Communication -- The Library administration needs to improve its channels of communication both internally and externally. Internally, regular staff meetings should be instituted, including staff from other areas, for the purpose of developing policy and long-range planning. The development of a policy manual, hopefully including all the resources on campus, should result including among other things acquisitions and a weeding policy. This will be helpful in designing a new facility because basic functions of the Library and other resources will have been identified.

Externally, institute an annual report stating the present conditions of the Library, relevant statistics, interpretation of these

statistics, problems, suggested solutions and future expectations. This document should be circulated to the whole faculty thus making them more aware of the factors involved in their Library.

Develop a regular questionnaire that goes to all seniors for their evaluation of the Library. This will consistently keep before the administration of the Library and of the University the positive and negative feelings of the students. Their remarks can be a very vital aspect in developing a new facility.

Other possibilities to increase external involvement are Choice cards distributed to all the faculty via subject, a library newsletter that goes to all University personnel including students and regular news releases to the University's newspaper describing different services of the Library.

I.4. Instructional Resource Committee -- The involvement of this Committee should continue. This will facilitate the need to increase faculty opinions on the development of the resources on the campus. It seems that the Committee is presently going through a self-analysis as to its legislative role. The statement defining its function does seem to indicate that it is more than advisory.

I suggest that its role be determined as advisory. This recommendation is based on two basic factors. First, making it advisory prevents the Committee from being dominated by one individual and/or a group. This can result in fragmentation of resources and unbalanced services and resources. Second, the professional librarian is trained to make the best judgments relating to the development of the learning resources on the academic campus. Their training emphasizes functions and services that produce the best results for the faculty and students.

The advice of the Committee should always be sought and its views given serious consideration but the final decisions should be left to the Director of the Library who is responsible to the Vice President of Academic Affairs.

I.5. Professional Staff -- The library faculty is what is going to make a library perform to its maximum. The resources are important but if you do not have a professional staff that can integrate and interpret the resources to the patron, your Library will not function up to its capacity.

Both the professional and clerical staff are working to capacity. The professional staff are heavily involved in clerical responsibilities keeping them from performing as library faculty and hindering their developing additional needed services such as informational retrevial systems. This means that professional salaries are being paid for clerical duties. As soon as possible efforts should be made to bring the number of librarians into agreement with Standards of the Association of College and Research Libraries. Along with this, one additional clerical assistant should be added to allow the librarians to perform as they are trained.

Public Services

II.1. Reserve -- The evident cooperation between the faculty and the library in keeping the number of items on reserve should be continued. This not only helps in alleviating the space problem but it forces the students to broaden their reading. Consideration should be given to extending the reserve circulation time to two hours or more and permitting the user to take the book any place he or she desires. This would help to alleviate the seating problem now in the Library. It is recognized that some might abuse this liberal policy. In checking at other locations this does not seem to be the case. If it is, you can revert back.

II.2. Circulation -- Circulation statistics for both students and faculty indicates that they are not borrowing as much from the University Library as they did previously. The drop is significant for both groups.

Student use of the Library is always a concern of librarians. Yet, the decrease in the faculty use is usually a barometer in student use. There seems to be a direct correlation between the faculty use of the Library and the students use. If the faculty support the Library by its use, the students will use it because the resources become a vital part of their teaching. It also conveys an attitude of study to the students.

It is possible that reciprocal borrowing has caused some of the decline. Seven out of the twelve Dewey Decimal classification have declined. The greatest decline is in the Pure Services (Chemistry, Life Services, Mathematics) and Applied Sciences (Business, Medicine, Engineering). An attempt should be made to identify why there is such a decline. Discuss with the faculty and develop a questionnaire for

faculty and students to determine if reciprocal borrowing, especially from Ball State University, is the main reason. Ball State Library should also be checked to see if they have statistics that might help to determine the use of their facility by Taylor students and faculty. If this does not work you could develop a courier service between Taylor's Library and Ball State's Library. Statistics could then be taken.

II.3. Reference -- The reference function is where the library has its most direct contact with its users. This being the case it must have the best space, resources and staff.

The way the staff is working under such difficult circumstances is commendable. I have never seen an academic library that is as crowded as the present University Library. The devotion of the staff to serve the students and faculty is clearly evident in the way they are functioning under these circumstances.

Much of the difficulty stems from the overlapping of different functions in such a small space. Both the circulation/reserve and the reference department share inadequate space. In designing your new building consideration should be given to separating the functions of circulation/reserve and reference. The combination tends to involve the professional librarian in too many directional questions and keeps them from providing the reference assistance that is needed.

II.4. Orientation -- The orientation program for new students and faculty is being handled well. The University administration should encourage its further development. Additional possibilities are reinstituting the 1 hour credit course with better support from advisors, develop term paper clinics taught by the Library faculty and develop a library handbook

just for the faculty.

Provision for a consistent program of new faculty orientation should be provided. This need is often ignored by those in charge of the University's orientation for new faculty. The lack of such a program might be a part of the reason for the decrease in the faculty's use of the Library. It might be helpful to invite present faculty to attend along with the new faculty.

II.5. Interlibrary Loan -- The interlibrary loan program, especially with the advent of the OCLC subsystem is an extension of the Library. The use of the service is a helpful barometer of the resources of the collection and an indication of the work being done by the users of the Library.

The number of items borrowed on interlibrary seems considerably low (88 for 1978-79) given the number of students and faculty. The proximity of Ball State could be a factor. It is also possible that the users are not aware of the service. Consideration should be given to making the advantages of the service known to more of your users.

II.6. Collection Storage -- One of the vital responsibilities of the reference librarian is the integration of the collection and the users. This vital function is being hampered by the present state of the storage of the collection. I have never seen shelves more crowded. The fact that many of the books are shelved with the spines facing up so that additional shelves can be added to each range creates a handicap for the shelver and for the user of the library. Steps must be taken immediately to alleviate this situation. You do not have the luxury to wait until a new building. Some possible solutions:

II.6.1. Initiate a program of weeding that incorporates faculty assistance. If this is not forthcoming or if they recommend keeping everything thus not making an evaluative judgment, the Library faculty must withdraw those items in their judgment which are not necessary for the collection.

This is an undergraduate university and the collection should reflect this. Historical titles as a rule should not be kept for the support of undergraduate studies. The cost of maintaining shelving for unnecessary titles is prohibitive. The close proximity of a major state university and the availability of inter-library loan fills the need for such material.

II.6.2. Identify all those titles that have not been used for the last ten years and place them in storage elsewhere on campus until a new facility is built.

They should be placed in call number order for fast retrieval when necessary and a delivery system should be developed to acquire titles from this collection when needed.

II.6.3. Remove the after-hours study room to another building, i.e., a classroom in the Liberal Arts Building.

This room could be used for additional shelving or for offices now located on the main level. This would free these offices for additional shelving. The microform collection and readers could also be moved into this room providing additional space for shelving and improving the environmental conditions for using the microforms.

One solution for alleviating the storage problem that should not be considered is reducing the resource budget. To do this would have substantial negative effects on the future quality of the collection.

Technical Services

III.1. Cataloging -- The main purpose of cataloging is two-fold--to interpret the collection to the users of the library, and to provide a location symbol for the ease of finding the individual items.

The present cataloging situation is resulting in a significant back-log. This means that valuable new material is being withheld from the users because it cannot be cataloged. The aim should be to get the material cataloged as soon as possible thus insuring its maximum use.

Efforts should be made to determine why this back-log is developing. The experience of many when they introduce OCLC is the elimination of their back-log. It is possible that the cataloging found in the OCLC data bases is not being accepted and too many unnecessary cataloging changes are being made. This slows down the process unnecessarily. The call number should be considered as only a location symbol leaving the subject classification as the main interpretation of the collection.

III.2. Printer -- The speed of the processing after cataloging would be facilitated by a printer attached to the OCLC terminal. When a terminal is secured consideration should be made for it to be used for printing a label for the book card and book pocket along with the spine label. The printer would also permit much of the searching to be done by students or clerical help. They would print the entry for the cataloger to verify who would then return and make any necessary changes. Also this would free the cataloger to do the original cataloging on material not in the OCLC data base.

III.3. Access Tool -- The card catalog needs immediate attention. The trays are so full that additional filing is almost impossible. There are numerous long term solutions to this problem such as a COM (Computer Output Microform) or better yet, a direct on-line catalog. The latter would provide the most complete and up to date access. Both of these would take considerable amounts of time and significant investments. They should, however, be items for discussion as plans for the new facility progress.

III.4. Card Catalog -- The solution to the immediate problem is more difficult because of the close quarters around the main desk. Several possibilities are open. You could close off one of the doors to the stack area and place a new catalog in front of it. Fire regulations would have to be checked. Another option is to remove the few lounge chairs to the left of the main desk and develop a bank of card catalogs on the opposite side of the present location.

III.5. Collection -- The growth numerically of the collection has been consistent--46,646 over a ten-year period for a 37 percent growth. The figures do indicate that over the past few years the growth is slowing down. The trend should be reversed if the collection is not to suffer in the future. Increases in the resource budget should at least keep up with inflation plus a growth factor.

One reason for the decrease in growth is that the Library is only receiving 3.7 percent of the total educational and general expenses. According to American Library Association Standards, it should be 6 percent. This would insure adequate growth of the collection and the retention of qualified staff. The present situation is further aggravated

by a drop from 4.14 percent in '72-'73 to the present 3.7 percent in '78-'79.

III.6. Gifts -- The financial support of the collection is also hampered by the University's policy to charge against the resource budget each time a receipt of a gift is given by the Library. The rationale for doing such is unclear. This unduly penalizes the Library since most gifts are marginal in their importance and it decreases the number of new titles that can be purchased. Reconsideration of this policy should be instituted immediately.

Special Services

IV.1. Special Collections -- Special Collections, which includes archives, can add to an undergraduate library's uniqueness. Among other things, they can provide limited contact with some unique material thus preparing the user for graduate studies. They should be encouraged by institutional support but not at the expense of other library support.

Attention has already been given to the problem of fragmentation of the resources on the campus. The special collections suffers from this. At present there is a special collections in the Library and a separate archives and special collections under different administrative responsibility. It is not cost-effective to continue such a situation. Consideration should be given to combining both of these functions under the Director of the Library. This would then allow for unified development of collection goals and long-range planning.

IV.2. Library Computerization -- The applications of computer technology to library functions should be a subject of top priority of the Library faculty and the Instructional Resources Committee. Since you are just beginning to develop a new facility it is crucial that possibilities be identified and incorporated in its design.

Since you are currently on OCLC its services should be used to the maximum. All present and future subsystems should be given consideration for employment in the Library. The availability of the archive tape from OCLC should be the foundation of future planning. This could provide for a COM catalog or a direct on-line catalog. To prepare for this you might want to consider getting a public use terminal immediately.

The development of your archive tape is very crucial for future computer developments. It is imperative that you consider an OCLC retrospective conversion project. This would build up the number of materials in your collection that is in machine readable format.

IV.3. Other immediate steps that should be considered are the various information retrieval systems such as DIALOG, BRS, and New York Times Data Information System. These could be started with a minimal investment of funds.

CONCLUSION

In the preceding, I have suggested some things to be accomplished immediately. It is imperative for your own quality of service and for long-range planning that these areas be given priority consideration.

Some suggestions that do not necessitate immediate consideration are going to take a great deal of time in evaluating and determining what is to be done. This process should be instituted as soon as possible since there are also some suggestions that must be handled prior to serious discussion on a program statement for a future new facility.

As you look into the future, a decision has to be made regarding a totally new building or remodeling the present building with an addition. It is difficult to say exactly what you should do. If indeed you decided to bring together the many different resources into one learning resource building, a new facility would be preferable. If you decide to maintain the resources as is, then remodeling and adding on to the present building is a viable option. Even if you decided for the latter, costs should be compared to building a new library as opposed to remodeling.